THE EFFECT OF THE CAPTURING KIDS' HEARTS STAFF DEVELOPMENT PROGRAM IN FOSTERING POSITIVE TEACHER-STUDENT RELATIONSHIPS AT JANE LONG MIDDLE SCHOOL IN BRYAN ISD

A Record of Study

by

WALTER LEE YEAGER, JR.

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 2004

Major Subject: Educational Administration

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Approved as to style and content by:

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ABSTRACT

The Effect of the Capturing Kids' Hearts Staff Development Program in Fostering Positive Teacher-Student Relationships at Jane Long Middle School in Bryan ISD.

(May 2004)

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The purpose of this study was to examine the impact of the Capturing Kids' Hearts staff development program on teacher-student relationships, student engagement, attentiveness, achievement, collaboration, and discipline. The study also sought to measure teacher perceptions of the effectiveness of the training and how teachers implemented methods and strategies from the Capturing Kids' Hearts program.

An extensive review of the literature in regard to teacher-student relationships, student engagement, and student discipline indicated that the emotional connection established between the classroom teacher and the student is the basis of much of a students' success in school. The creation of a positive teacher-student relationship is important in helping students to feel that their academic success and self-importance is valued and deemed worthy by the school organization.

The study involved teachers and students answering a pre-survey and post-survey questionnaire about classroom activities and teacher traits. Teachers and students took the

pre-survey before teachers attended the Capturing Kids' Hearts training. At the end of the year all participants answered the post-survey questions. The Capturing Kids' Hearts staff development program is a 3-day retreat where-in teachers learn the techniques and rationale for creating social contracts for organizing their classrooms. Questioning techniques are taught that enable teachers to redirect students with off-task behaviors. Participants are taught different methods of building rapport and trust with students.

Research findings of this study included:

1. Teacher perceptions of the Capturing Kids' Hearts program were more positive than students.
2. Eighth grade students had more positive perceptions of teachers and classrooms than did seventh and sixth grade students.
3. Teachers valued the training and recognized the worth of its implementation in their classrooms.

DEDICATION

This work is dedicated to: my father, Walter Yeager, who encouraged me to pursue this project. Although he did not live to see its completion, he was the source of its beginning. And to my wife Brenda, her support and faith were unwavering.

ACKNOWLEDGEMENTS

The undertaking and completion of this project would not have been possible without the support and guidance of many people. Their continual exhortations and words of encouragement made this work a reality.

I would like to thank Dr. Dave Erlandson, my committee chair, whose knowledge and insight seemed almost unlimited at times. He taught me the importance of leadership and the requisite human touch in its success. Without Dr. Erlandson's patience and keen eye this project most likely would not be completed. I would like to thank Dr. Luana Zellner for teaching me the value of making change a positive force. She was a continual source of optimism and encouragement. To Dr. Robert Slater I owe the debt of questioning what we see in education. He encouraged students to examine the reasons for what they discovered and probe for further details. I would like to thank Dr. Michael Duffy for his support while I was at Jane Long Middle School. He was involved with many of our staff and students with his student mentoring programs.

I would like to thank Flip Flippen and Lee Bason for their vision of the Capturing Kids' Hearts training. They have shown thousands of teachers the power of making a difference in the life of a child. I would like to thank the staff and students at Jane Long Middle School. We learned together. Our success and failures were a maturation process in the art of leadership. My years as principal there taught me the importance of establishing lines of communication and building positive teacher-student relationships.

I would like to thank Pam Newman for giving me a start as a public school administrator. She has been my mentor and a friend. Pam taught me what it means to be a professional. Her dedication and commitment have been inspiring.

I would like to thank my parents, Walter and Patsy Yeager. They always stressed the importance of education and urged all of their children to continually pursue their dreams.

Last, but most importantly, I would like to thank my wife, Brenda, and our children, Nina and Patrick. They made many sacrifices in order for me to begin and complete this project. Without Brenda's love and constant encouragement this study would never have been completed.

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CHAPTER I

INTRODUCTION

One of the central paradoxes of education is that increases in technology, new pedagogies, and new strategies often do not yield the increases in student achievement that educators seek. Many school reform efforts have failed because they "Concentrate on the diagnosis of current illnesses and the prescription of ideal cures that emphasize positions, policies, and procedures rather than people" (Evans, 1996, p. 91). Evidence points to a change but also to the difficulty of changing relationships in an organization in order to affect significant improvements (Vaill, 1998). Such evidence points to the need to focus on the teacher-student relationship and how it affects student engagement and performance in today's classrooms, (Murray & Greenberg, 2000).

Since the time of Socrates good teachers have known that in order to get students to think and learn you have to make an emotional connection. Current brain research has shown that long-term memory processing occurs within the emotional systems of our brains (Sousa, 2001). Many students lack clear and consistent norms and expectations associated with success in schools. Too many students lack the necessary interpersonal skills required for creating positive relationships with non-peers. The establishment of social capital in the form of a positive teacher-student relationship is a primary factor in successful learning (Franklin, 1998). Sylwester (1995) theorized that it is not possible to separate emotion from the learning environment in a classroom. Developing trust and creating positive relationships between teachers and students is the first step in making the emotional connections

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The style and format of this study follows *The Journal of Educational Research*.

for learning (Ellison, 2001). Relationships are crucial for student success, all learning occurs in the context of human relationships (Cohen, 1999). The dynamic interaction between the teacher and student is at the heart of the learning process in every classroom (Sousa, 2001).

Wubbels (1997) writes, "A teacher's interpersonal skills are crucial to creating and maintaining a positive working climate" (p.82). Effective teaching involves more than just instructional methodology; it also involves the effective use of teacher-student relationships (Wubbels, Levy, & Brekelmans, 1997). "Relationships with caring adults in the school setting are requisite experiences for positive academic and social action" (Cohen, 1999, p.98). The research is clear in the support for the importance of the teacher-student relationship. What is less clear is how to maximize these relationships and how teachers can create more positive relationships with students.

Warm and supportive relationships form a central tenet of attachment theory in psychology. Such relationships "Characterized by open communication, trust, involvement, and responsiveness influence social and emotional development through internalized models of accessibility and support" (Murray & Greenberg, 2000, p. 425). The authors further state that studies have examined the psychological aspects of teacher-student relationships and found positive teacher-student relationships may influence a student's level of comfort and their confidence to explore new situations and willingness to pursue challenges. In addition such positive relationships have also been shown to inhibit delinquent behavior and positively impact at-risk behaviors of adolescents (Hawkins & Catalano, 1992).

The teacher-student relationship has a direct influence on two other issues, student engagement and student discipline. Student engagement is a primary concern for teachers since students who are not engaged are more prone to disrupt classes (Newmann, 1992).

Newmann (1992) has also demonstrated that students from different cultural backgrounds see the usefulness of school in different ways. The author's writings and studies point to a need for teachers to be able to establish positive relationships with students of different backgrounds in order to increase the chances of academic success. The research is not definitive in determining if student engagement is affected by students' beliefs in the usefulness of school. Given the changing demographics of our schools more and more teachers are faced with the challenge of making connections with students from different cultural backgrounds.

Gamoran and Nystrand (1992) demonstrated that the level of academic expectations affected student engagement. A focus on higher level thinking skills was important in getting students to engage in classroom activities. Dart, Burnett, Purdie, Boulton-Lewis, Campbell, and Smith (2000) found that teachers could promote meaningful learning by creating safe and supportive environments in their classrooms. A failure to engage students in rigorous academic pursuits and to convey a real sense of caring leads to student disengagement (Wehlage & Smith, 1992). A study of Pittsburgh public schools student leaver records showed that many students left school because they felt teachers did not care about them. Students felt their failure was not important to their teachers who made no effort to help them improve (Franklin, 1998). A qualitative study of inner city high school students' success found that students distinguished good teachers from boring teachers by process not content (Farrell, 1994).

Wehlage and Smith (1992) found the teacher-student relationship to be pivotal in engaging students and promoting student achievement. Murray and Greenberg (2000) found that students with positive or average relations with teachers also reported positive or average

perceptions of school in general and its environment. Birch and Ladd (1997) found that the teacher-student relationship affected student's academic performance, involvement in school, and student's perception of school. "Good teachers are able to empathize with students, understand their world, and listen to them. They are able to set standards and maintain control while allowing students to have responsibility and freedom to learn" (Wubbels, et al, 1997, p. 85.). The emotional connection to learning is furthered by a strong relationship between teacher and student (Cohen, 1999). This relationship focuses on a mutual agreement to engage in meaningful academic pursuits, respect for individual differences, and the establishment of procedures and guidelines for resolving conflict.

Statement of the Problem

Changing school personnel and student demographics heighten the need for the development of teachers with the ability to effectively engage students in positive teacher-student relationships (Franklin, 1998; Murray & Greenberg, 2000; Newmann, 1992). Learning is enhanced in the presence of an emotional connection; teachers who are able to establish a positive teacher-student relationship increase the likelihood for increased student learning (Dart, et al, 2000; Birch & Ladd, 1997; Sylwester, 1995). Current research into how the human brain processes information and learns combined with research into the interpersonal dynamics of the teacher-student relationship show the potential for helping schools to make essential connections with students to impact learning (Sylwester, 1995). School leaders need to know how to impact the learning process. A body of research on the importance of the teacher-student relationship has been developed; what is needed is a direction for strengthening the relationship (Birch & Ladd, 1997).

Purpose of the Study

This study examined the impact of the Capturing Kids' Hearts© staff development program as it relates to teacher-student relationships. Specifically, this study was structured to determine the impact of the program on teacher-student classroom relationships, student engagement, and student discipline. The study also sought to determine if using the Capturing Kids' Hearts model is effective in helping teachers develop trust and rapport with students to increase student engagement and achievement. Finally, the study measured teachers' perceptions of the effectiveness of the training and how teachers implement methods and strategies from the Capturing Kids' Hearts program.

Research Questions

This study was guided by the following questions:

(1) How does participation in the Capturing Kids' Hearts staff development program impact teacher-student relationships, as measured by teacher and student perceptions at Jane Long Middle School in Bryan ISD, TX?

(2) How does participation in the Capturing Kids' Hearts staff development program impact student-engagement of attentiveness, achievement, and collaboration in class activities, as measured by teacher and student perceptions at Jane Long Middle School in Bryan ISD, TX?

(3) How does participation in the Capturing Kids' Hearts staff development program impact student discipline, as measured by teacher perceptions at Jane Long Middle School in Bryan ISD, TX?

Operational Definitions

Staff development: organized meetings and training sessions designed to teach new skills to teachers and to further develop previously taught strategies and skills.

Student discipline: the ability of students to self-monitor their behavior in class and be able to correct behaviors determined to be inappropriate.

Jane Long Middle school: a school consisting of students in grades sixth, seventh, and eighth located in the western portion of the Bryan Independent School District, Texas.

Bryan ISD: an urban school district with an enrollment of approximately 14,000 students located in Brazos County, Texas.

Capturing Kids' Hearts: a teacher training program that focuses on teaching participants how to engage students, build trust with and between students, foster rapport with students and build positive relationships.

Student engagement: the extent to which students willingly and actively participate in classroom activities, and student acceptance of their roles and responsibilities for their own learning.

Attentiveness: the degree to which students are on-task, follow given directions, and can identify and explain assigned tasks.

Achievement: completion of assigned tasks to the students' highest level of ability.

Collaboration: students working with each other and the teacher, students complying with instructions and engaging in classroom instructional dialog.

Participation: having attended the 3-day staff development program and subsequent follow-up training sessions.

Teachers: certified personnel employed in Bryan ISD.

Students: adolescents enrolled in grades 6, 7 or 8 at Jane Long Middle School.

Teacher-student relationships: the dynamic interpersonal interactions between teachers and students in classroom activities, discussions, and routines characterized by a mutual willingness to cooperate and work for common goals.

Limitations

The scope of this study is limited to one middle school. Because of the researcher's position, as the campus principal during the course of the study there is the chance that some responses were influenced. The possibility does exist that some teachers and students may have responded in a manner they supposed was desired by the researcher. The researcher made attempts to ensure this influence was minimized by the use of blind electronic surveys on the school's computer network. Participants were asked to complete the surveys only once before they attended the initial training and once at the end of the semester concluding the study.

Methodology

Population: The population of this study was 25 teachers chosen to attend the training in the 2002-2003 school year and a sample of students in their classrooms at Jane Long Middle School in Bryan, Texas. The sample size of the students surveyed was 264 students. Students in each teacher's second period class were selected to be surveyed with both a pre-survey and a post-survey.

Instrumentation: The researcher used questionnaire research methodology for collecting and analyzing the data in this study. The purpose of such research was to collect

unobservable information regarding attitudes and perceptions of individuals by asking the same questions of all individuals in the teacher population and student sample. The researcher utilized a questionnaire to survey staff members and a similar questionnaire to survey students at Jane Long Middle School. A copy of each questionnaire is attached as Appendices A, B, and C. The survey was compiled and adapted from several different surveys designed to measure interactions between teachers and students in classrooms. Some of the questions are from *The Class Activities Questionnaire* (Steele, 1969). The Class Activities Questionnaire (CAQ) was developed to measure how class activities were intended by teachers and perceived by students. Several questions were part of a teacher interview and evaluation survey developed by the Ventures for Excellence Company in 1999. Ventures for Excellence developed teacher surveys to measure teachers' perceptions of their abilities to interact with students in a positive manner. Two graduate students at Texas A&M University developed some questions as part of a class project in EDAD 637 in the fall of 2001. This project was designed to measure teacher perceptions of the Capturing Kids' Hearts training and its effects in classrooms of selected teachers at Jane Long Middle School.

Procedures: Teachers attended the Capturing Kids' Hearts training at different times of the school year and began to implement practices at different times. Two weeks prior to attending the training teachers were given a pre-survey (Appendix A) to measure their perceptions of teacher-student relationships in their classes. At the end of the spring semester in May all teachers who attended the training completed a post-survey (Appendix B). This augmented form of the pre-survey contained the original questions plus open-ended questions designed to attain teachers' descriptions of what was happening in their classrooms. Students were also given a pre-survey (Appendix C) in May. Both teachers and

students were able to access the survey via the campus communication software system. Names of school staff and students were not entered into the data collection process. Both teachers and students had access to the electronic survey on the campus network from classrooms.

Data analysis: Data was collected, analyzed, and reported for the population of staff and a sample of students at Jane Long Middle School in Bryan, Texas. Quantitative and qualitative techniques were used to report results of the study. Analysis and interpretation of the data followed principles prescribed in *Basic Statistics* (Spatz, 2001). The data was collected and analyzed using the statistical analysis tools in Microsoft© *Excel 2000*. Analysis of data from the open-ended questions was done using standard content analysis procedures of counts, percents, and development of thematic groups prescribed in *Doing Naturalistic Inquiry* (Erlandson, Harris, Skipper, & Allen, 1993). Descriptive statistics using numerical analysis and graphic techniques, including charts and tables, were used to report findings.

Significance Statement

The teacher-student relationship can impact student achievement, student perceptions of school, and student involvement in school (Birch & Ladd, 1997). Creating programs and initiatives to affect a change in teacher-student relationships may be desirable, but difficult to achieve. Vaill (1998) has demonstrated the difficulty in establishing lasting change and with changing relationships in an organization. The research is clear in establishing the primacy of the teacher-student relationship in affecting the classroom environment and student achievement (Cohen, 1999; Murray & Greenberg, 2000; Wubbels, et al, 1997). The question

then arises as to how to manage the establishment of initiatives designed to foster more positive teacher-student relationships and student engagement.

The information collected in this study may help schools determine more effective means of creating programs to foster increased student engagement and positive teacher-student relationships. This study sought to determine the effectiveness of the Capturing Kids' Hearts program in establishing more positive teacher-student relationships. Do teachers feel that this program is effective in helping them establish relationships with students and increase student engagement in the classroom? This idea is more than just having teachers and student "get along"; it extends into what makes a classroom more effective, and how teachers create such environments. Teacher perceptions and feedback on the effectiveness of the program can be used to strengthen the training program. Strategies that give teachers and schools tools for increasing student learning are always in demand; the effectiveness of such programs when fully established increase the validity of programmatic efforts to improve classroom relationships.

CHAPTER II

REVIEW OF THE LITERATURE

The establishment of social capital in the form of a positive teacher-student relationship is a primary factor in the creation of a successful classroom-learning environment (Franklin, 1998). Many teachers can recall a student they helped to success by simply making a positive connection with that student and many students can recall the teacher who demonstrated care and concern for them. Sylwester (1995) theorized that it is not possible to separate emotion from the learning environment in a classroom. Developing trust and creating positive relationships between teachers and students is the first step in making the emotional connections for learning (Ellison, 2001). How teachers and students take that first step is a question many educators struggle with. Relationships are crucial for student success since all learning occurs in the context of human relationships (Cohen, 1999). The dynamic interaction between the teacher and student is at the heart of the learning process in every classroom (Sousa, 2001). Too many students lack the necessary interpersonal skills required for creating positive relationships with non-peers. The social skills they bring do not guarantee success in the organization called school. Students who exhibit antisocial behaviors often show poor academic achievement and their noncompliant and uncontrollable behavior directly impedes the learning environment of a classroom (Patterson, DeBaryshe, and Ramsey, 1989). The term neural hijacking is used to describe the process by which learning is stopped when humans feel threatened or insecure (Goldman, 1995). The body shifts into a flight or fight mode and the neural transmitters that focus on learning and storing new information are shut down. Stress chemicals block the

neurotransmitters that are trying to make logical connections in the brain. This term called downshifting is the brain changing from a higher level of thought to a lower level of thought (Hart, 1983). Within the classroom the brain simply cannot learn new knowledge when the limbic system is processing emotions of criticism, fear, and insecurity (Goldman, 1995). Research aimed at documenting and improving understanding of the dynamic interaction of emotions and learning will be of interest to many educators.

This chapter is divided into three sections. The sections describe how teacher-student relationships affect student behavior, engagement, and discipline. The first section provides an overview of teacher-student relationships and their basis for an effective classroom. The second section describes student engagement and the emotional connections to learning. Student engagement is addressed as collaboration in class activities, student achievement, and student attentiveness and the role that a positive teacher-student relationship assumes. Section three addresses the impact of student discipline, students' perceived control, and social support.

Teacher-Student Relationships

Wehlage and Smith (1992) found the teacher-student relationship to be pivotal in engaging students and promoting student achievement. Murray and Greenberg (2000) found that students who reported positive or average relations with teachers also reported positive or average perceptions of school environments and schools in general. Students connect positive impressions of school with positive images of teachers. Birch and Ladd (1997) reported that the teacher-student relationship affected students' academic performance, involvement in school, and students' perception of school. "Good teachers are able to

empathize with students, understand their world, and listen to them. They are able to set standards and maintain control while allowing students to have responsibility and freedom to learn" (Wubbels, Levy, and Brekelmans, 1997, p. 85.). Students are looking for teachers who will help them learn and serve as a stable emotional force in their lives. The emotional connection to learning is furthered by a strong relationship between teacher and student (Cohen, 1999). This relationship focuses on a mutual agreement to engage in meaningful academic pursuits, respect for individual differences, and the establishment of procedures and guidelines for resolving conflict. The role of the classroom teacher is crucial in these areas. Students expect teachers to create safe environments where all students are respected. Students will engage in academic activities they do not find particularly interesting if they have a teacher who has demonstrated a high level of care for them (Cohen, 1999). Wubbels (1997) writes, "A teacher's interpersonal skills are crucial to creating and maintaining a positive working climate" (p.82). The question naturally arises as to why some teachers are so much stronger in establishing and nurturing interpersonal skills. Effective teaching involves more than just instructional methodology; it also involves the effective use of teacher-student relationships (Wubbels, Levy, and Brekelmans, 1997). This notion was confirmed by Brophy and Evertson (1976) over 25 years ago in their studies of effective teachers. They found that effective teachers took a more professional view of their students and enjoyed their interpersonal relationships with students. This idea is just as current today, "Relationships with caring adults in the school setting are requisite experiences for positive academic and social action" (Cohen, 1999, p.98). When adults are asked to reflect on their favorite teacher in school, they normally pick a teacher who made a personal investment in them.

Teachers can enhance students' motivation to learn by focusing on fulfilling fundamental emotional needs (Rogers and Renard, 1999). Students are motivated when they believe teachers treat them as people and care about them personally. Rogers and Renard (1999) list six standards to enhance the relationship centered teaching abilities of classroom teachers. (1) Safety. Students must feel safe from physical and emotional dangers before they can place a priority on learning. (2) Value. What is taught in the classroom must fill a need, solve a problem, be interesting or fun, or be enjoyable. (3) Successful. Students need to see evidence of their successes to maintain intrinsic motivation. (4) Involving. Students should be given meaningful choices in the connection with instructional methods, assessment, and evaluation. (5) Caring. Students want to feel a part of a group and be accepted. (6) Enabling. Teachers who enable learning make it their business to understand how the brain takes in, processes, and uses information.

Interest in teacher-student relationships is found not just in American schools. Pomeroy (1999) interviewed students in British secondary schools who had been expelled from the state public schools and were enrolled in alternative learning centers. Many of the students interviewed had very negative experiences in school with teachers and administrators. Pomeroy's interviews with students demonstrated a desire by the students for teachers who communicated caring and engaged in dialog with them. Students did not want teachers to be their best friend or parent. They wanted teachers to take the time to explain material to them, to believe in them, and to listen to them. Teachers who spoke to students in harsh or angry tones, who ridiculed students in front of peers, who did not take steps to correct and prevent student misbehaviors, and who did not demonstrate to students that they were important were seen by the students as undesirable but too common (Pomeroy, 1999).

James Coleman's work on social capital suggests that relationships among people form a resource base that can be tapped to create socially desirable outcomes (Coleman, 1988). Miller (2000) examined high school students' perceptions of teacher-student relationships and students' "off-track" tendencies. The definition of being "off-track" was not having enough credits to move to the next grade on time or having more than one F in a core class. Miller's hypothesis was that the strength of social capital created by the relationships between teachers and students plays an important role in keeping students off the downward spiral of early poor performance. Miller's research did show a positive relationship between students who reported having positive teacher-student relationships and remaining on-track to graduate during their first year of high school in urban Chicago public high schools. The study showed that students who reported having the most positive teacher-student relationships had a 26.4% chance of being off-track while students who reported having the worst teacher-student relationships had a 43% chance of being off-track. Miller's research did not claim a cause and effect in the findings, but did imply a relationship. Results such as these demonstrate that improving teacher-student relationships in high schools can have an important effect on students' transition into high school. This aligns with the National Association of Secondary School Principals (NASSP) call for smaller schools that are oriented to creating caring and positive teacher-student relationships.

Many researchers have studied the qualities of an effective teacher. The Association for Supervision and Curriculum Development published a review of research by James Stronge that examined the qualities of effective teachers, (Stronge, 2002). Effective teachers were examined as to how their behavior related to student achievement. Caring, listening, and understanding were listed as important qualities of effective teachers. Caring teachers

were able to demonstrate to their students that they care about them. These teachers also make time to listen to students and make attempts to understand their students with a strong sense of empathy. There is a focus on the attributes of warmth, encouragement, and knowing students as individuals. The research showed that high levels of teacher motivation relate to high levels of student achievement and that teacher enthusiasm was an important factor for older students. Stronge's study identified research that showed:

- Caring teachers know their students and create relationships that enhance the learning process.
- Effective teachers consistently emphasize their love for children as a key element of their success.
- Caring teachers are intentionally aware of student cultures outside of the school.
- Caring teachers regard the ethic of care and learning as important in educating children.

In Stronge's research, survey data revealed that students value the role of respect and fairness in teachers. Students want teachers who demonstrate their commitment to treating all students with fairness and equality. The research identified the points listed below with regard to fairness and respect.

- Students associate respect with fairness and expect teachers to treat them as such.
- Students perceive effective teachers as those who avoid using ridicule and who prevent situations in which students lose respect in front of their peers.
- Effective teachers practice gender, racial, and ethnic fairness.

Teachers can demonstrate to students that they care about them and their lives by interacting with them in situations outside of the classroom. Stronge (2002) showed that the research on social interaction with students reveals:

- Effective teachers consistently behave in a friendly, personal manner while maintaining appropriate teacher-student role structure.
- Productive interactions involve giving students responsibility and respect; also treating secondary students as adults when appropriate.
- Effective teachers pay attention to what students have to say.
- Effective teachers spend more time interacting and working with students than ineffective teachers.
- Effective teachers have a good sense of humor and are willing to share jokes.

Does the quality of the teacher-student relationship have an ameliorating effect on student aggression? In seeking an answer to this question, Hughes, Cavell, and Jackson (1999) studied second and third grade students over a two-year period. Their study involved identifying aggressive students as identified by teachers and examining the effects of the teacher-student relationship as it relates to continued levels of aggression in children. The study did not report causality of the effects, but did note that a positive teacher-student relationship was beneficial to students who exhibited high levels of aggression and whose mothers reported histories of rejecting the children.

Hughes, Cavell, and Jackson, (1999) state, “teachers generally have a low tolerance for aggressive and socially defiant behavior, their interactions with these children are often angry, critical, and punishing. Behaviorally disordered children are thus more likely than their peers to experience teaching that is less responsive as well as lacking in warmth,

nurturance, and encouragement" (p. 173). This is at a time when such youth are most in need of a supporting relationship with an adult. Researchers have used attachment theory to report that a secure relationship with a child's teacher leads to more positive interactions with other children and teachers. Motivational theorists have used a positive teacher-student relationship as a link to the child's engagement in school and a higher achievement. Social-ecological theorists have reported that teacher interactions with students may impact other students' perceptions of behaviorally challenging students. The manner in which a teacher treats a child serves as a guide for how other students will treat that child, (Hughes, et al. 1999).

Schools have attempted to address the deficits in students' social skills with specific programs targeted for social skills improvement. Peers and teachers often reject students with poor social skills. "Social skills training interventions are based on the view that a child's social skills deficits are the reason for the child's rejection" (Hughes, et. al., p. 299, 2001). Children often do not improve in peer status or teacher ratings of behavior subsequent to such interventions despite behavior improvements. Interventions that focus on the affective quality of teacher-student relationships may be more helpful (Hughes, Cavell, and Wilson, 2001).

The teaching of social responsibility and character development has been stated as a goal of education in nearly every U.S. educational policy statement since 1848 (Wentzel, 1991). In the early 20th century the development of character and the inculcation of societal values were equally if not more important than academic goals for many schools. The development of social skills assumes a more critical role, as schools must serve more children of different cultures. The promotion of socially responsible behavior has been a traditional objective of American schools. DeRoche and Williams (2001) report that public

opinion polls clearly demonstrate the public's desire for schools to teach personal and civic values. Socially responsible behavior is defined as the adherence to social rules and role expectations (Wentzel, 1991). Such behavior facilitates academic achievement by promoting the development of positive social relationships with peers and creating a social context for instruction and learning. There is a need for research to focus on cause-effect relations and identify processes that contribute to both social and academic competence (Wentzel, 1991).

Warm and supportive relationships form a central tenet of attachment theory in psychology. Attachment theory holds that supportive relationships are, "Characterized by open communication, trust, involvement, and responsiveness influence social and emotional development through internalized models of accessibility and support" (Murray and Greenberg, 2000, p. 425). The authors further state that studies have examined the psychological aspects of teacher-student relationships and found that positive teacher-student relationships may influence a student's level of comfort and their confidence to explore new situations and willingness to pursue challenges. In addition, such positive relationships have also been shown to inhibit delinquent behavior and positively impact at-risk behaviors of adolescents. A positive relationship with just one adult in a school is often a factor in a student's decision to stay in school versus dropping out (Hawkins and Catalano, 1992). There is evidence that when a positive teacher-student relationship exists in a school environment that demonstrates a clear sign of caring for each student, then student achievement increases and student discipline problems decrease (Cothran and Ennis, 2000; George, 1987; Gootman, 2001; Green, 1998; Murray and Greenberg, 2000; Newmann, 1992; and Wehlage, Rutter, Smith, Lesko, and Fernandez, 1989).

Pianta (1999) has documented the large amount of literature on interactions and relationships between students and teachers. Nearly all of this literature is focused on instructional issues. Until recently little of the research examined the social, emotional, and relational qualities of interactions between children and teachers. "The study of relationships encompasses interactive behaviors and individuals' cognitive, affective, and motivational attributes. Developing valid measures of teacher-child relationships is one step in a process that can ultimately lead to the better use of these resources" (Pianta, 1999, p. 86).

Educators have understood the importance of a positive teacher-student relationship since the earliest times of schools. A trusting and supportive teacher-student relationship is the foundation on which a nurturing relationship is built. Theory and research in human development, motivation, and attachment can help teachers understand the unique needs and strength that students bring into the classroom, (Watson, 2003). The substance and establishment of a positive teacher-student relationship has been documented by researchers in recent years and continues to be an area of study as it relates to student achievement and success. The role of the teacher-student relationship in creating a positive school and classroom climate has been shown to play a significant factor in student efficacy (Pomeroy, 1999; Wubbels, Levy, and Brekelmans, 1997; Franklin, 1998; Cohen, 1999; and Farrell, 1994).

> Relationships between children and adults are a critical resource for development. For many children, relationships with adults are impoverished or conflictual and, in these cases, are sources of risk. Relationships with teachers are an essential part of classroom experience for all children and a potential resource for improving developmental outcomes (Pianta, 1999, p. 21).

An implied component of enabling teachers to create positive relationships is their own sense of efficacy (Pigford, 2001). When teachers feel empowered by hope and their own sense of being able to make a difference, they are more willing to engage students in relationships and see the power of the human relationship. The research is clear in the support for the importance of the teacher-student relationship. Research is not as focused on how to maximize these relationships and how teachers can create more positive relationships with students.

Student Engagement

The teacher-student relationship has a direct influence on two other issues: student engagement and student discipline. Student engagement is a primary concern for teachers since students who are not engaged are more prone to disrupt classes (Newmann, 1992). Newmann has also shown a link between student engagement, participation, and collaboration with teacher efforts and student achievement. He demonstrated that students from different cultural backgrounds see the usefulness of school in different ways. Many students of minority and/or low socio-economic settings do not place the same value on education as is found in suburban, middle-class schools. The author's writings and studies point to a need for teachers to be able to establish positive relationships with students of different backgrounds in order to increase the chances of academic success. The research is not definitive in determining if student engagement is affected by students' beliefs in the usefulness of school. Given the changing demographics of our schools, more and more teachers are faced with the challenge of making connections with students from different cultural backgrounds.

The research of Newman, Wehlage, and Lamborn, (1992) examines the importance of students' underlying need for competence, the extent to which students experience membership in a school, and the authenticity of the work they are expected to complete as factors in determining student engagement. Nearly all children have a basic need to express competence in some area. Either schools can provide opportunities to meet this need or students will disengage from school and find areas of competence outside of the school. This need must be channeled into authentic work along with students' sense of belonging to the school in order to engage students (Newmann, et. al., 1992). Most teachers can list or describe students who seem to just go through the motions of the daily school routine, but are expressively involved in some sort of learning outside of the school. Students invest themselves in enterprises of which they feel a vital part. Newmann, et al. (1992) write that schools should demonstrate a clarity of purpose, equity, personal support, provide frequent opportunities for students to demonstrate and experience success, and create an atmosphere of caring if they wish to have students claim membership in the enterprise.

Engagement includes an emotional and a behavioral component. Students who are engaged in learning attempt tasks and exercises they have not done before. They initiate activities and action when given the opportunity. Students who are engaged in learning also exert sustained effort and concentration; they show positive emotions including curiosity, optimism, and interest. The opposite of engagement is disaffection. Disaffected students give up easily, are distracted, and are passive. They can be bored, depressed, anxious or angry and rebellious (Skinner and Belmont, 1993).

Gamoran and Nystrand (1992) demonstrated that the level of academic expectations affected student engagement. Students are adept in identifying effective pedagogy. They are

disdainful of teachers who "preach" those who attempt to coerce students into adopting their point of view. Students enjoy teachers who create safe environments, utilize group work, and create differentiated activities in their lessons. They prefer an active role to a passive role, transaction vs. transmission, (Phelan, Locke Davidson, and Cao, 1992). A focus on higher level thinking skills is important in getting students to engage in classroom activities. Dart, Burnett, Purdie, Boulton-Lewis, Campbell, and Smith (2000) found that teachers can promote meaningful learning by creating safe and supportive environments in their classrooms. Teachers who do not demonstrate a sincere level of care and give students a reason for the learning activity are prone to having students opt out of participating. A failure to engage students in rigorous academic pursuits and to convey a real sense of caring leads to student disengagement (Wehlage and Smith, 1992). A study of Pittsburgh public schools student leaver records showed that many students left school because they felt teachers did not care about them. Students felt their failure was not important to their teachers, who made no effort to help them improve. Students become disengaged or disaffected with school because of perceptions of powerlessness, meaninglessness, cultural estrangement, and social isolation (Davidson, 1996 and Franklin, 1998). A qualitative study of inner city high school students' success found that students distinguished good teachers from boring teachers by process not content (Farrell, 1994). Teachers who are willing and able to establish a personal relationship with students both inside and outside of the classroom provide an ameliorating effect of these charges.

Skinner and Belmont (1993) researched the link between teacher actions and student engagement. They hypothesized that student engagement is optimized when the social context fulfills the basic needs of the student, the need for competency, the need for

autonomy, and the need for relationships or involvement. Their model specified that competency was enabled in classrooms that had a high degree of structure. Structure was the amount of information available to the student about how to achieve success. Autonomy was the amount of freedom a student had to determine his/her own behavior. Involvement referred to the quality of interpersonal relationships with teachers and peers. Their study showed that in classrooms where teachers were involved with their students and created positive interpersonal relationships, the students had positive perceptions of their own abilities and increased academic success. In these classrooms the students were more enthusiastic and involved in all aspects of classroom activities.

An often over-looked factor in student engagement is teacher engagement. Seashore-Louis and Smith (1992) identified four types of teacher engagement: engagement with the school as a social unit, engagement with students as unique whole individuals, engagement with academic achievement, and engagement with one's subject. Teacher engagement with the school as a social unit is expressed as an attitude of pulling together on tasks by staff members and of not wanting to be anywhere else. Engagement with students as individuals is seen as working with students on a personal level where students feel a connection with the teacher. Teachers demonstrate engagement with academic achievement by celebrating student successes and finding new ways of getting more students to find success. Engagement with one's subject is reflected in the personal passion a teacher has for one's teaching field and one's involvement in professional activities. A high level of teacher enthusiasm and excitement is associated with high level of achievement with students (Stronge, 2002).

Determining whether classroom practices are authentic and productive is dependent on teacher-student relationships. Teachers do not completely control the classroom; students choose and negotiate what they will and will not engage in on many levels (McFadden and Munns, 2002). In many low socio-economic schools there is cultural support for students to be disengaged from classroom activities. Often this exists in spite of students' knowledge that what the school has to offer is within their capabilities and will be beneficial. McFadden and Munns argue that 'productive pedagogies' must center on the emotional components of teacher-student relationships. For many students, schools demonstrate that they do not fit in. In order to counteract this perception, teachers should focus the pacing, sequencing of learning, and the judging of learning success within the framework of group organizations. When the school demonstrates to students that engagement within the context of the educational setting can be under their control to an extent, then students are empowered and see a benefit to engagement (Furlong, 1991).

Cothran and Ennis (2000) conducted a study to investigate and compare teachers' and students' perspectives on educational engagement. Their study based on the work of Wehlage, Rutter, Smith, Lesko, and Fernandez (1989) demonstrates, "Engagement is not an isolated construct but rather is connected to additional concepts that mediate the extent to which a student is actively involved in the educational process" (Cothran and Ennis, 2000, p.107). Students bring social and cultural conditions and personal problems to school that affect their level of engagement. There are also school factors both intrinsic and extrinsic which may inhibit a student's willingness to engage. Intrinsic rewards such as student interest and competence are sometimes negatively impacted by teachers' narrow conceptions of

learning and obsession with coverage of impersonal material. Extrinsic rewards are related to students' perception of the relation between school and valued goals (e.g. jobs, college).

Cothran and Ennis (2000) report that students feel engagement is flexible and responsive to the classroom teacher. Students felt that engaging teachers were caring, communicated with students, and enthusiastically presented active learning activities. Teachers reported several barriers to student engagement: student attitude, responsibility for engagement, and school violence. Teachers reported that students came to class with an attitude predisposed to not participate. They did not feel it was their responsibility to engage students; students should be more willing to accept what teachers had to offer. "Due to the low value that students frequently assigned to the subject matter, the teacher rather than the class content often became the reason for student engagement" (Cothran and Ennis, 2000, p. 111). Teachers, who were willing and able to demonstrate care of their students, establish personal dialogues with students in class, involve students with decision making aspects of the classroom, and were willing to work with students until the student mastered the material were the teachers that reported high levels of student engagement in the classroom (Cothran and Ennis, 2000).

Stanford University's Center for Research on the Context of Secondary School Teaching (CRC) has studied the nature of high school environments that support student engagement and positive teacher-student relationships. Phelan, Locke Davidson, and Cao (1992) note that the CRC studies report that student' views of positive environments are very similar to teachers' views. Students want teachers and classrooms that are well organized. Students want teachers who are involved with students and create engaging lessons. Students want teachers to recognize them as individuals and to respect their efforts. Students place a

premium on teachers who care about them, are willing to listen to them, and display a readiness to give personal academic assistance. Students want the classroom to be a safe zone, safe from put-downs and criticisms by other students and teachers, (Phelan et al., 1992). Surveys of high school students reveal a willingness to be more involved and engaged with classroom activities when students perceive teachers to be caring and concerned about students (Freese, 1999).

Newmann (1981) writes that most school reform efforts are attempts to increase student involvement, engagement, and integration with schools. Osterman and Freese's (2000) study of teacher caring and student engagement reported that teacher support had the most direct impact on student engagement. How students viewed schools and classes was impacted by the relationship they had with teachers in their specific classes. The current body of literature reflects a common belief that student engagement in the educational processes and activities is essential for student success. Authors and researchers define engagement in different ways, but most agree that engagement is more than the student simply complying with teacher directives and activities. Engagement involves an emotional commitment from students. That the relationship between the teacher and the student is integral in fostering this emotional commitment seems obvious to many. How to initiate and secure the type of relationship between teacher and students that yields an emotional engagement in education is still open to discussion.

When teachers understand the dynamics of teacher-student relationships and are given tools to improve them, they can begin to change the classroom context to take advantage of the power of a child's connection to an adult in the school setting. When teachers implement strategies designed to demonstrate consistency and commitment, students respond with

increased engagement, are less likely to drop out of school, are less likely to engage in high-risk behaviors, and are more likely to succeed academically (Pianta, 1999).

Student Discipline

In 400 BC Socrates wrote, "Our youths love luxury. They have bad manners, contempt for authority; they show disrespect for their elders, and love to chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when their elders enter the room. They contradict their parents, chatter before company, gobble up their food, and tyrannize their teachers" (Raffini, 1980, p.9). Raffini uses this quote to illustrate that the issue of classroom management and student discipline is not a new problem for teachers. Student discipline and classroom management have been a focus of teacher preparation since the beginning of the twentieth century. Much of this focus has been directed towards the analysis of the classroom via the factory model of management.

In order to change this image of the classroom and its focus on efficiency and control, teacher preparation needs to examine the metaphors of management to implement a more nurturing teacher-student relationship that seeks to redirect the issue of discipline in the classroom (Bullough, 1994). Caring discipline is defined as teaching students to do the right thing. This is accomplished by setting limits, giving students responsibility, and teaching students how to problem solve as well as correcting misbehavior (Gootman, 2001). Viewing discipline as punishment is a time consuming task that requires tremendous amounts of personal energy on the part of the teacher. A more positive caring/nurturing discipline approach centered on positive relationships teaches students how to make the right decisions for behavior at the right time (George, 1987; Green, 1998; and Gootman, 2001).

A blind quest for obedience by many teachers leads to many of the discipline problems encountered by teachers. They have not resolved the question of whether they seek order or control. Raffini (1980) viewed the issue of student discipline as a negotiation of conflicts. Teachers adopting a humanistic approach to discipline that centered on teacher-student relationships more readily facilitated this negotiation. Raffini's approach to humanistic discipline was based on three facets; (1) being friendly and courteous to students at all times, regardless of how they treat the teacher, (2) viewing students as unique, separate individuals who are more important than the subject being taught, and (3) giving students a voice with input in the classroom. Teacher-student relationships could be improved and thereby improve discipline in the classroom. Raffini's model for improving teacher-student relationships required involvement, authenticity, and power. Involvement is not be confused with entanglement, something teachers fear. Involvement is listening, demonstrating care, and believing in students. Authenticity is the ability to share personal human traits with students. Students want to know something about their teachers on a level that exists outside of the academic focus. Teachers confuse power and authority. Students recognize power but not necessarily authority. Until a negotiated agreement has been arranged for how the classroom is expected to function, students will be unsure of how they are to respond and interact. A student friendly disciplinary system is based on teachers knowing students on a personal level. The central features of any disciplinary action are that it is fair, that it is delivered in a respectful manner, and that it is motivated by a concern for the well being of the students (Pomeroy, 1999).

Parents, students, teachers, administrators, and school board members share in the consensus that classroom discipline needs improvement in most schools. Long

(1991) lists five factors that interrelate to contribute to the dilemma of effective classroom discipline. (1) Classroom discipline has multiple meanings. Some educators and parents view discipline as punishment. It is a reactionary set of actions taken in response to varied student behaviors. Others see discipline as an opportunity to teach values and responsible behavior. It is seen as an opportunity for students to learn self-control and self-discipline. A failure to reconcile these divergent viewpoints results in conflict at many campuses. (2) The emotional/social needs of many students are increasing. Schools are seeing increasing numbers of students who are the victims of abuse, neglect, drugs, rejection, and poverty. These students do not bring an internalized sense of trust in adults or the ability to engage in the social skills of working together and self-managing their behavior. (3) The multicultural norms and values present in many schools put some teachers at a disadvantage. Many teachers are not accustomed to working with students with differing values of education, with differing means of demonstrating respect, and with racial and socioeconomic issues. These misunderstandings can create deep conflicts. (4) Top-down administrative reactions to discipline are often inflexible. Automatic zero-tolerance policies do not give students a sense of personalized respect. (5) Pre-service teacher skills in classroom management do not give teachers the tools to manage a classroom. Surveys show that many first-year teachers are not adequately prepared to manage student behavior.

What are the causes of student misbehavior? Charles (2002) lists twenty-one specific causes of student misbehavior. Eight of them originate within individual students, two within groups and peers, four originate with the instructional environment, and seven originate with the classroom teacher. The causes of student misbehavior that can be attributed to teacher

behavior all focus on aspects of teacher-student relationships. The identified teacher factors in student misbehaviors are:

- Poor modeling: Sometimes teachers fail to model the behavior they want students to emulate.
- Lack of personal attention: A failure to give students personal attention makes students feel unworthy and unimportant. This results in a lack of willingness to comply with expectations.
- Disregard for students' feelings: When teachers give orders, use sarcasm and put-downs with students it makes students lose motivation and act in retaliatory actions.
- Uninteresting lessons: When lessons are boring students cannot be expected to be engaged and involved.
- Ineffective guidance and feedback: If teachers fail to clearly explain what students are to do and how to do it, students will remain inactive. This may look like a refusal to participate, but may be a lack of understanding.
- Poor communication: When students do not feel that they have a voice and are heard and are spoken to in ways that demonstrate a lack of caring, they are not inclined to follow expectations.
- Coercion, threats, and punishments: When students feel threatened and feel that they are forced into activities, they become guarded and look for ways to subvert the activity (Charles, 2002, p.47).

In *Beyond Discipline*, Kohn (1996) uses a constructivist approach to argue that discipline programs prevalent in education share fundamental assumptions. They advocate the use of carrots vs. sticks, or refer to punishments as logical consequences, but all argue for getting

students to comply with the teacher's requests. The problem of what to do with students who do not do what is expected lies with the expectations or requests according to Kohn's constructivist view. His theory advocates for the creation of a community in a classroom or school. The central tenet of Kohn 's community is an environment in which students feel cared about and are encouraged to care for each other. They feel respected and connected with adults. This begins with a focus on positive relationships with teachers and students and strategies to get students to create connections between each other. Kohn's view of discipline can be summed with, "We may not know exactly what to do when kids are disruptive or disrespectful or otherwise disagreeable, but in order to do any good, our point of departure should always be this: How can we work with students to solve this problem? How can we turn this into a chance to help them learn?" (p. 121).

Long (1996) lists four interrelated factors that impact effective classroom discipline that he believes should be considered as teachers reflect on what student discipline should look like in their classrooms. (1) The quality of teacher-student relationships directly influences the effectiveness of the teacher's behavior management skills. Teachers need to increase their self-awareness of their own past and the manner in which they relate to specific behaviors. Students are adept at finding out what teachers can handle and what upsets them. "What a teacher can handle intellectually far exceeds what she can tolerate emotionally," (Long, 1996, p. 242). (2) Classroom discipline involves long-term goals. One of the ultimate goals of education is to help students, (a) move to get to a point where they make their own decisions, (b) be responsible for their own behavior, and (c) be motivated by altruistic, long-range goals. (3) Classroom discipline involves many short-term skills to maintain order and effective instruction and learning. One set of skills is to prevent problem behavior from

developing. A second set is to develop pro-social skills in students. A third set is to decrease inappropriate behavior. (4) Classroom discipline is not a set of tricks, but rather a purposeful way of interacting with students. It is a style and philosophy of relating to others that is not turned off or on as needed. It is a professional way of modeling and teaching the values and behaviors a teacher wants students to learn. It is most evident in an atmosphere where teachers respect the dignity and self-esteem of each student.

In his study to determine if nurturing schools had an impact on student discipline and achievement Green (1998) defined a nurturing school as, "a school where there is trust and caring among all individuals; supportive relationships exist in a positive environment" (p. 8). His survey of 30 rural, urban, and suburban schools in Ohio examined teacher and student perceptions of (1) effective teacher-student relationships, (2) environment in the classroom and school, (3) professionalism among administration, faculty, and staff, and (4) students' feelings about themselves. Analysis of the survey data showed that the greater the magnitude of nurturing in schools the fewer suspensions occurred in schools. This was preceded by an overall improvement in student discipline, which led to fewer incidents requiring a punishment of suspension. The study also demonstrated higher state proficiency scores in schools that had higher overall nurturing themes. When students believe that what is happening in a school is meaningful to them and their teachers' behavior demonstrates a sense of caring and a belief in their ability to achieve, students have a greater interest in learning and fewer problems of non-compliance and discipline (Curwin and Mendler, 1988).

Similar studies in British schools have found corroborating results. Rutter, Maughan, Mortimore, Ouston, and Smith (1979) did a longitudinal study of secondary schools in Great Britain. The study examined mixed comprehensive schools in England, the equivalent of

public schools in the United States, to determine what factors make a difference in student behavior and achievement. The results summarized below indicate a strong bias toward positive teacher-student relationships as a significant factor in creating positive student behavior programs. The study findings that relate to effective and ineffective discipline were:

- High levels of corporal punishment and frequent disciplinary interventions led to worse student behavior.
- Praise for work in the classroom and frequent public praise for good work or behavior was associated with better behavior.
- The willingness to listen to children about problems was associated with better behavior.
- Better behavior was noted in schools where students had the opportunity to hold positions of responsibility.
- An agreed upon set of standards, consistently maintained, appeared more important in maintaining effective discipline than specific rules (Rutter, et al., 1979).

Experienced and master teachers incorporate these concepts as a part of their repertoire of teaching strategies. Schools looking for ways and means of establishing positive learning climates face the challenge of getting teachers to see students as individuals and be willing to accept personal responsibility for student activities. Schools and teachers are faced with the question: Do they seek order or control?

Establishing and sustaining an orderly learning environment is a prerequisite for student success. Teaching students to self-manage and monitor their own behaviors is a trait of effective teachers. The literature on student discipline examines the issue from different

angles: punishment versus rewards, student compliance versus commitment, and teacher control versus group consensus. While studies show that students must be able to focus on the subject matter at hand without significant disruptions in order to be successful, the same studies do not agree on how to establish orderly environments. The establishment of positive teacher-student relationships plays a significant role in establishing environments that minimize disruptions and disorder and focus on meeting the needs of students. Kohn (2003) believes that everything in a school hinges on two fundamental questions "How can we get these kids to obey?" and "What do these kids need?" (Kohn, 2003, p. xiii). The answers are not important. What is important is what focus the school begins with, control versus relationship building.

The creation and nurturing of positive climates and cultures in classrooms is directly reflected in the same dimensions of the school organization. Linking the development of teacher-student relationships to school-wide practices has not received much research. Pianta (1999) summarizes this development:

> The relationship perspective offers a lens of the analysis of policy and practice that has not been yet articulated or applied in educational contexts. This lens is wedded to theories of social development, the role of relationships with adults in the development of child outcomes, and the ways in which these relationships are affected by the social context in which they develop and are maintained. Attention to these issues in schools, with a focus on relationships between children and teachers, is novel yet not without precedent in many educational contexts. As schools contend with the challenge of educating more and more children who are at high risk for educational failure because of eroded social development, this relationship lens will

> become increasingly valuable as a tool for supporting the construction of school and classroom contexts that make use of the resources of adults (p. 181).

In the past decade there has been an increase in the number of studies addressing teacher-student relationships. The work of Wehlage and Smith (1992) demonstrated the importance of relationships in securing student engagement and achievement. Cohen (1999) wrote of the importance of relationships in making emotional connections with learning. These finding have been corroborated in studies of British and Australian schools (Pomeroy, 1999 and Wubbels, Levy, and Brekelmans, 1997). The works of Newmann (1992), Franklin (1998), and Cothran and Ennis (2000) have supported the need for a positive teacher-student relationship in order to secure student engagement and participation in schools. The effect of relationships upon student discipline has been shown to be impacted by a caring and nurturing teacher in the classroom (Charles, 2002, Gootman, 2001, and Green, 1998). What is missing from recent literature is an analysis of how to improve teacher-student relationships and a search for vehicles to move educators toward better such relations.

Beginning with the effective schools correlates movement and the search for quality control in school management researchers have sought ways and means of making classrooms and schools more effective. The reviewed literature illustrates a recent focus on the importance of positive classroom relationships and their impact on school environment, climate, and culture. A body of research on the importance of the teacher-student relationship has been developed; what is needed is a direction for strengthening the relationship (Birch & Ladd, 1997). Recent literature points to a change in direction that parallels studies in the business world that place a primacy on relationships in the workforce. Educators have tried to manage schools as factories; they have tried to modify behavior of students with rewards

and consequences. The transient nature of these programs points to the need for a new focus. The old adage that students do not work for teachers they do not like has a certain amount of truth to it. A continual examination of programs and initiatives to sharpen the focus on strengthening teacher-student relationships and to creating positive atmospheres of learning and trust in classrooms will yield much more insight into the dynamics of effective learning models.

CHAPTER III

METHODOLOGY

The purpose of this study was to examine the impact of the Capturing Kids' Hearts staff development program as it relates to teacher-student relationships. It was primarily designed to study the impact of the program on teacher-student classroom relationships, student engagement, and student discipline. The study also sought to determine if using the Capturing Kids' Hearts model is effective in helping teachers develop trust and rapport with students to increase student engagement and achievement. A secondary purpose of the study sought to measure teacher perceptions of the effectiveness of the training and how teachers implement methods and strategies from the Capturing Kids' Hearts program. The author collected data for this study using a questionnaire instrument. Data collected from the questionnaire instrument were used to measure the impact of the training on teachers' and students' perception of teacher-student relationships, student engagement, and student discipline.

The chapter is divided into the following sections: population, instrumentation, procedures, and data analysis. The three major questions addressed by this research were:

(4) How does participation in the Capturing Kids' Hearts staff development program impact teacher-student relationships, as measured by teacher and student perceptions at Jane Long Middle School in Bryan ISD, TX?

(5) How does participation in the Capturing Kids' Hearts staff development program impact student-engagement of attentiveness, achievement, and collaboration in class

activities, as measured by teacher and student perceptions at Jane Long Middle School in Bryan ISD, TX?

(6) How does participation in the Capturing Kids' Hearts staff development program impact student discipline, as measured by teacher perceptions at Jane Long Middle School in Bryan ISD, TX?

Population

The population of this study was the teachers who attended the Capturing Kids' Hearts training during the 2002-2003 school year and the students in their respective second period classes at Jane Long Middle School. Jane Long Middle School is one of three middle schools in the Bryan Independent School District in Brazos County, Texas. The district had an enrollment of approximately 14,000 students in the 2002-2003 school year and is the larger of the two school districts located in Brazos County.

In the 2002-2003 school year Jane Long Middle School had an enrollment of 980 students and a staff of 69 teachers. Twenty-five teachers were chosen to participate in this study based upon the fact that they had not previously attended the Capturing Kids' Hearts training. Participation in the study was voluntary. Table 1 illustrates the demographic data for the teachers who attended the training. Ten of the teachers had been teaching for less than five years. Three had between five and ten years of teaching experience and two had been teaching for over 15 years. Fifteen of the twenty-five teachers who attended the training completed both the pre-survey and post-survey and had students in their second period classes complete the surveys.

Table 1.---Demographic Characteristics of Teachers Attending Capturing Kids' Hearts Training in 2002-2003 at Jane Long Middle School

	African-American	Hispanic	White
Male	1	1	8
Female	2	0	13
Totals	3	1	21
Percent	12	4	84

Note. $N = 25$ teachers.

Table 2.--- Demographic Characteristics of Teachers Choosing to Participate in the Capturing Kids' Hearts Study at Jane Long Middle School

	African-American	Hispanic	White
Male	1	0	2
Female	1	0	11
Totals	2	0	13
Percent	13	0	87

Note. $N = 15$ teachers.

Table 2 illustrates the demographic data for the teachers who attended the training and also chose to participate in the study. Of the ten teachers who chose not to participate,

four did not complete either the pre-survey or the post-survey. Two completed only the post-survey and four teachers completed only the pre-survey. Students from these teachers' classes did complete the surveys, although not all students completed both the pre-survey and the post-survey.

The ethnic composition of the student population was approximately 46% Hispanic, 33% African-American, and 21% Anglo. Approximately 79% of all students at the campus participated in free/reduced lunch programs. There were 264 students who were eligible to participate in the study on the basis of being in the second period class of a teacher who attended the training in the 2002-2003 school year. One hundred four students, 39%, of those who were eligible to participate in the study, chose to do so by completing both the pre- and post-survey. Table 3 illustrates the demographic composition of the students participating in the study.

Six students reported their ethnicity as American or Alaskan Native. However, during the 2002-2003 school year the campus did not report any students in this ethnic category. Since students had to self-report their ethnicity on the survey there is the possibility of participant error in the coding of this question. One student failed to identify grade level or ethnicity on either the pre- or post-survey questions.

Table 3.---Demographic Characteristics of Students Choosing to Participate in the Capturing Kids' Hearts Survey at Jane Long Middle School

	6th Grade		7th Grade		8th Grade		
	M	F	M	F	M	F	Percent
Am. Native	4	2	0	0	0	0	5.7
Asian	0	0	0	0	0	1	0.9
African Am.	5	9	5	1	1	8	28
Hispanic	7	23	1	4	6	6	45
White	7	9	2	1	1	1	20
Totals	23	43	8	6	8	16	
Percent	35	65	57	43	33	67	

Note. *N* = 104 students (1 student failed to report ethnicity)
M = male students; F = female students

A higher percentage of 6th grade students participated in the study than either 7th or 8th grade students. This can be attributed to the fact that of the 15 teachers, who participated, five had all 6th grade students and two had a mixture of 6th and 7th grade students in their second period class.

Instrumentation

Questionnaire research methodology was used for collecting and analyzing the data in this study. The purpose of such research is to collect unobservable information regarding attitudes and perceptions of individuals by asking the same questions of all individuals in the teacher and student sample. A questionnaire was developed to survey staff members and a similar questionnaire to survey students at Jane Long Middle School. Copies of these questionnaires are attached as Appendices A, B, and C. The survey was compiled and adapted from several different surveys designed to measure interactions between teachers and students in classrooms. Some of the questions are from *The Class Activities Questionnaire* (Steele, 1969). The Class Activities Questionnaire (CAQ) was developed to measure how class activities were intended by teachers and perceived by students. Several questions were part of a teacher interview and evaluation survey developed by the Ventures for Excellence Company in 1999. Ventures for Excellence developed teacher surveys to measure teachers' perceptions of their abilities to interact with students in a positive manner. Two graduate students at Texas A&M University developed some questions as part of a class project in EDAD 637 in the fall of 2001. This project was designed to measure teacher perceptions of the Capturing Kids' Hearts training and its effects in classrooms of selected teachers at Jane Long Middle School.

The survey instrument was composed of a pre-survey and post-survey for students and teachers. For students, the questions were identical on both surveys. Questions on the student surveys were worded differently than the questions on the teacher surveys to make the participant think of the class in which their teacher also participated in the survey. The teacher post-survey had the same questions as the pre-survey but included three open-ended

questions to elicit teachers' attitudes about the Capturing Kids' Hearts training program. Each survey also included questions about student participants' grade and ethnicity. Teacher surveys included questions about their ethnicity, years of teaching experience, and years of teaching at Jane Long Middle School.

Questions were structured to measure perceptions of the defined variables of teacher-student relationships, engagement, attentiveness, collaboration, achievement, and discipline. The survey for both teachers and students contained a total of 29 questions. Ten of the questions dealt with the variable of teacher-student relationships, 4 questions addressed engagement, 4 focused on attentiveness, 3 addressed collaboration, 4 dealt with achievement, and 4 addressed discipline. For both the pre-survey and post-survey the questions were in the same order and format. Table 4 illustrates which questions focused on each of the defined variables. An error was discovered after the administration of the student and teacher post-surveys. The electronic form of the post and pre-survey for teachers and students repeated question 8 as question 28 (See Appendices A, B, and C). For analysis purposes, question 28 was discarded and the variable of teacher-student relationships was measured using the remaining nine questions.

Table 4.---Survey Questions and Measured Variable Correspondence

Variable	Survey Question Number
Teacher-student relationships	1, 7, 8, 14, 15, 21, 22, 23, 26, 28
Engagement	2, 9, 16, 24,
Attentiveness	3, 10, 17, 25
Collaboration	4, 11, 18
Achievement	5, 12, 19, 27
Discipline	6, 13, 20, 29

Procedures

Permission to utilize human subjects in research was granted from the Texas A&M Institutional Review Board. Permission to conduct the study at Jane Long Middle School was granted by the superintendent of the Bryan Independent School District. A letter to parents explaining the purpose and nature of the study was given to all students who were eligible to participate in the study (Appendix D). The parent letter was also written in Spanish and copied on the backside of the English version. Teacher and student assent forms were included on each copy of the electronic survey (Appendix E).

Students in the second period classes of the teachers who participated in the Capturing Kids' Hearts training program during the fall semester of 2002 and spring semester of 2003 were eligible to participate in the study. The teachers who participated gave each student a copy of the parent permission letter with instructions to bring it back with

parent signature indicating approval or disapproval for their child to participate in the study. No parent denials were received.

The study was composed of two cohorts of teachers, those who attended the training in October of 2002, and those who attended the training in March of 2003. Teachers who attended the training were asked to complete the pre-survey and post-survey. The pre-survey was administered two weeks prior to the classroom teacher attending the training. The first pre-survey was administered during the first week of October 2002 to 8 teachers who attended the training during the third week of October. The students in these teachers' classes took the student pre-survey during this same time span. The second pre-survey was administered during the last week of October 2002 to 5 teachers who attended the training during the second week of November 2002. A second cohort of 12 teachers attended the Capturing Kids' Hearts training during March of 2003. They and their second period students took the pre-survey during the last two weeks of February 2003. Cohorts and the month when the surveys were completed identified the surveys. This was done to enable analysis of the effects of time as it related to the implementation of the program goals.

A post-survey was administered to all teachers and students who had participated in the pre-survey. The post-survey was administered to teachers and students during the final two weeks of May 2003. Not all teachers and students who participated in the pre-survey completed the post-survey. 264 students were eligible to participate in the study because their second period teacher had attended the Capturing Kids' Hearts training during the 2002-2003 school year. A total of 118 students completed post-surveys and 146 students completed pre-surveys; however 104 completed both surveys.

The survey was conducted electronically on the school's main computer network. A Bryan Independent School District Department of Instructional Technology employee created a web page for displaying, recording, and storing participant survey responses using a Microsoft© *Access* database application. Each teacher and student was given a unique password that allowed him or her to log onto the school network, complete the assent page, and complete the survey. The Technology Specialist at Jane Long Middle School assisted teachers and students who needed help with the administration of the survey. Upon logging onto the network and the survey web-page, participants first saw a page explaining the study and its purpose. This page gave information about who participants could contact if they had any questions regarding the study. Before participants could proceed to the questions, they had to signify their assent to participate by utilizing a mouse click on an AGREE button. The researcher had no connection to the administration of any of the surveys or the assignment of participant identification numbers. Teachers were asked to complete the survey two weeks prior to attending the survey and they were reminded to have their students take the survey at this time also. This was the only time staff or students were reminded to participate prior to taking the surveys. Teachers were asked to monitor their students while taking the survey if they chose to participate in the study.

Because the researcher was also the campus principal during this study no follow up attempts were made to ensure that all participants completed the pre-survey and post-survey. The researcher did not want to create procedures or pressures to influence responses because of his position. While attempts were made to ensure all participants anonymity, there is the possibility of responses being influenced. The lack of a follow up procedure for survey returns was a factor in the low number of responses for students and teachers.

Data Analysis

Quantitative and qualitative data were obtained using questionnaire research techniques. Initial results were analyzed using descriptive statistics such as means, variance, range and inter-quartile range measures. The results of these measures were reported in different tables. A t-test analysis to determine the significance of the change in pre-survey scores and post-survey scores for each variable for students and teachers was performed. This was done to determine if there was any significant growth or decline in reported scores of the six identified variables of teacher-student relationships, engagement, attentiveness, collaboration, achievement, and student discipline. Further analysis was done to determine if the questions addressing each variable showed any difference in reported scores for students across grade levels and for teachers attending the training in the two cohort groups.

The results of the qualitative data did not support the quantitative data. The open-ended questions on the teacher post-survey described a more positive view of teacher actions and classroom activities than did the quantitative data. A determination was made to do a focused interview session. The researcher contacted the teachers at Jane Long who participated in the study in 2002-2003. Of the 15 original participants, nine were still teaching at Jane Long Middle School. The researcher met seven of the nine teachers at the campus after school one afternoon to tape their responses to the interview. Teachers were given a summary of the initial findings from the surveys and the open-ended teacher responses. Such methodology runs the risk of influencing the responses of interview participants because they are given information directly relating to outcomes. The aim was to ask the teacher participants how they would interpret the data given discrepancies between the quantitative data and the data from the qualitative questions at the end of the teacher post-

survey. Permission to do this interview was secured from the Institutional Review Board at Texas A&M University.

CHAPTER IV

PRESENTATION OF THE FINDINGS

The findings of this study are presented in this chapter. Section I addresses the findings of the quantitative data and Section II addresses the findings of the qualitative data. Data from the findings regarding each of the three questions are discussed as separate questions with the attending variables. The purpose of this study was to examine the impact of the Capturing Kids' Hearts staff development program on teacher-student relationships, student engagement, attentiveness, achievement, collaboration, and discipline at Jane Long Middle School. The study also sought to measure teacher perceptions of the effectiveness of the training and how teachers implemented methods and strategies from the Capturing Kids' Hearts program. A questionnaire instrument (Appendices A, B, and C) was used to measure teacher and student perceptions of classroom dynamics of relationships, engagement, attentiveness, collaboration, achievement, and discipline.

The questionnaire was administered to teachers and students two weeks prior to the teacher attending the Capturing Kids' Hearts training. A post-survey was administered to teacher and student participants during the first two weeks of May 2003. Respondents' answers to the questionnaire were quantified using a Likert-type scale. The choices on the questionnaire instrument were "almost always", "often", "seldom", and "almost never." Numerical weights were assigned on a scale of 4 to 1 with four associated with the most favorable response and one associated with the least favorable. The responses to question #14 were reversed to reflect a low score as the most favorable rating. Initially, the data were

analyzed by determining the mean and variance to each variable on the questionnaire for students and teachers.

The qualitative data gathered from the opened questions on the teacher post-survey were analyzed to identify themes and rationale for the quantitative data. The responses were categorized by questions and themes. The purpose of the open-ended questions was to assess teacher impressions of the Capturing Kids' Hearts training program as it affected them in terms of their classroom practices and their expectations of the program. The responses to the open-ended questions were more positive than the quantitative data gathered on the survey responses. A follow up focus group interview was conducted with seven of the original 15 teacher participants. The results from the open-ended questions and the follow up interview are presented in Section II of this chapter.

Section I: Quantitative Findings

Teachers attended the training at two different times during the 2002-2003 school year. These groups are identified as the October cohort and the February cohort. Table 5 represents the mean scores for each variable for all teachers on the pre-survey and post-survey. Tables 6 and 7 represent the mean scores for each variable for the October and February cohorts of teachers, respectively. The teacher group overall showed an increase in the mean score for each variable from the pre-survey to the post-survey. However, the October cohort showed an increase in only one variable mean score (achievement) between the pre-survey and post-survey. The February cohort did show an increase in each mean score between the pre-survey and post-survey scores that corresponded to the overall teacher scores.

Table 5.---Summary of Descriptive Data of Teacher Responses to Survey Questions

	Pre-Survey				Post-Survey			
	$\overline{X}$	σ^2	R	IQR	$\overline{X}$	σ^2	R	IQR
T-S Relationships	3.400	0.361	2	1	3.455	0.311	2	1
Engagement	3.033	0.406	3	0	3.200	0.298	2	1
Attentiveness	3.200	0.399	3	1	3.300	0.281	2	1
Collaboration	2.933	0.473	3	0	3.022	0.386	2	0
Achievement	2.867	0.490	3	0	3.150	0.434	2	1
Discipline	3.200	0.501	2	0	3.333	0.327	2	1

Note. N = 15 teachers. R = range of scores; IQR = inter-quartile range of scores.

The range of scores was smaller on four items of the teacher post-survey and the inter-quartile range was larger on three items of the teacher post-survey. The small number of teachers participating in both the pre-survey and post-survey was a factor in these results.

Table 6 represents the mean scores for each variable for teachers in the October cohort. This cohort group showed a decrease in the mean scores between the pre-survey and post-survey measures on the variables of teacher-student relationships, engagement, attentiveness, and discipline. The inter-quartile range of scores increased for the variable of achievement and decreased for the variable of engagement.

Table 6.---Summary of Descriptive Data of Teacher Responses to Survey Questions – October Cohort

	Pre-Survey				Post-Survey			
	$\overline{X}$	σ^2	R	IQR	$\overline{X}$	σ^2	R	IQR
T-S Relationships	3.403	0.356	2	1	3.391	0.300	2	1
Engagement	3.219	0.306	2	1	3.188	0.222	2	0
Attentiveness	3.281	0.338	2	1	3.219	0.305	2	1
Collaboration	3.000	0.348	2	0	3.042	0.389	2	0
Achievement	2.938	0.513	2	0	3.188	0.415	2	1
Discipline	3.313	0.608	2	1	3.281	0.338	2	1

Note. N = 8 teachers. R = range of scores; IQR = inter-quartile range of scores.

Table 7 represents the mean scores for each variable for the teachers in the February cohort. The February cohort of teachers showed an increase in the mean variable score between the pre-survey and post-survey for each variable. The range of scores was smaller on four items of the teacher post-survey in the February cohort representing a larger degree of agreement on the rating of questions. The inter-quartile range was smaller on one item and larger on four items on the teacher post-survey for the February cohort.

Table 7.---Summary of Descriptive Data of Teacher Responses to Survey Questions–February Cohort

	Pre-Survey				Post-Survey			
	$\overline{X}$	σ^2	R	IQR	$\overline{X}$	σ^2	R	IQR
T-S Relationships	3.397	0.372	2	1	3.524	0.318	2	1
Engagement	2.821	0.449	3	0	3.214	0.397	2	1
Attentiveness	3.107	0.469	3	0.5	3.393	0.247	1	1
Collaboration	2.857	0.629	3	1	2.905	0.391	2	0
Achievement	2.786	0.471	3	0	3.107	0.469	2	1
Discipline	3.143	0.348	2	0.5	3.393	0.321	2	1

Note. $N = 7$ teachers. R = range of scores; IQR = inter-quartile range of scores.

Table 8 represents the mean scores for each variable for all students on the pre-survey and post-survey. The student group showed a decrease in the mean score for each variable with the exception of the attentiveness variable that increased from 2.856 to 2.885 a difference of 0.029. This increase was relatively small and was closer to the amount of decrease in mean scores of each of the other variables than it was to the increases shown by the teacher groups on each variable.

Table 8.---Summary of Descriptive Data of Total Student Responses to Survey Questions

	Pre-Survey				Post-Survey			
	$\overline{X}$	σ^2	R	IQR	$\overline{X}$	σ^2	R	IQR
T-S Relationships	3.011	0.945	3	2	2.918	0.951	3	2
Engagement	2.858	0.806	3	2	2.779	0.848	3	1
Attentiveness	2.856	0.852	3	2	2.885	0.815	3	2
Collaboration	2.878	0.859	3	2	2.747	0.870	3	1
Achievement	2.793	0.854	3	2	2.774	0.787	3	1

Note. N = 104 students. R = range of scores; IQR = inter-quartile range of scores.

The inter-quartile range of scores was smaller on four items of the student post-survey, indicating a larger number of similar scores for each question on the post-survey. The range remained unchanged for each variable between the pre-survey and post-survey.

Table 9 represents the descriptive data summary for students by cohort groups. An examination of the data showed that the mean variable score decreased on each variable except attentiveness between the pre-survey and post-survey for all students and for students in the February cohort. Students in the February cohort showed a slight increase in the mean score on the variables of achievement and attentiveness. The mean variable scores were higher for each variable for the students in the February cohort than for students in the

Table 9.---Summary of Descriptive Data for Total Student Responses to Survey Questions by Cohort Groups

	Pre-Survey				Post-Survey			
	$\overline{X}$	σ^2	R	IQR	$\overline{X}$	σ^2	R	IQR
Relationship								
October cohort	2.857	1.061	3	2	2.702	1.136	3	2
February cohort	3.103	0.857	3	2	3.047	0.805	3	2
All Students	3.012	0.944	3	2	2.918	0.950	3	2
Engagement								
October cohort	2.783	0.859	3	2	2.599	1.063	3	1
February cohort	2.902	0.757	3	2	2.898	0.709	3	2
All Students	2.858	0.806	3	2	2.779	0.848	3	1
Attentiveness								
October cohort	2.678	0.922	3	1	2.656	1.061	3	1
February cohort	2.958	0.792	3	2	3.034	0.619	3	1
All Students	2.856	0.852	3	2	2.885	0.815	3	2
Collaboration								
October cohort	2.781	0.863	3	1	2.570	1.149	3	1
February cohort	2.934	0.854	3	2	2.864	0.667	3	1
All Students	2.878	0.859	3	2	2.747	0.870	3	1
Achievement								
October cohort	2.697	1.047	3	2	2.599	0.996	3	1
February cohort	2.848	0.733	3	1	2.902	0.637	3	1
All Students	2.793	0.854	3	2	2.774	0.787	3	1
Discipline								
October cohort	2.645	1.117	3	2	2.461	1.138	3	1
February cohort	2.860	0.843	3	2	2.856	0.793	3	1
All Students	2.781	0.956	3	2	2.704	0.947	3	1

Note. $N = 104$ total students; $N = 38$ students in October cohort; $N = 66$ students in February cohort. R = range of scores; IQR = inter-quartile range of scores.

October cohort, indicating a more favorable view of the classroom interactions in their second period class. Nearly twice as many students were in the February cohort as were in the October cohort. The mean scores for the February cohort were higher than the mean scores for the October group; this combined with the larger number of students in the February cohort was a factor in raising the mean scores for all students.

Descriptive data for the teacher and student groups showed a difference in how teachers rated each variable. An examination of student responses by grade level showed that students in different grades also rated the variables differently. Analyses of mean scores by grade level and cohort for each variable was performed along with t-tests to determine significant changes. All t-values initially were calculated at $p < 0.05$. Since many of the changes were quite large, t-values at $p< 0.01$ were also reported. All t-tests were conducted using two-tailed test criteria.

Table 10 represents the descriptive data summary for students at each grade level as compared to the total student responses. Sixth grade students mean scores for each variable decreased from the pre-survey to the post-survey, as did all student responses. Seventh grade mean scores also decreased or remained the same for each variable. Eighth grade students showed an increase in the mean variable score on each variable except the collaboration variable. This pattern was nearly identical to the teacher group mean score differences. The inter-quartile range of scores was smaller for seventh, eighth, and all students on the student post-survey. This decrease represents a larger number of similar scores on the student post-survey. The range of scores for all student groups remained at 3 for both the pre-survey and post-survey.

Table 10.---Summary of Descriptive Data of Total Student Responses to Survey Questions by Grade Level

	Pre-Survey				Post-Survey			
	$\overline{X}$	σ^2	R	IQR	$\overline{X}$	σ^2	R	IQR
Relationship								
6th	2.929	0.956	3	2	2.757	0.970	3	2
7th	2.953	1.070	3	2	2.500	1.324	3	2.5
8th	2.917	1.100	3	2	3.042	0.896	3	2
All Students	3.012	0.944	3	2	2.918	0.950	3	2
Engagement								
6th	2.875	0.726	3	1	2.720	0.872	3	1
7th	3.143	1.209	3	2	2.607	0.970	3	1
8th	2.802	0.918	3	2	3.042	0.630	3	0
All Students	2.858	0.806	3	2	2.779	0.848	3	1
Attentiveness								
6th	2.860	0.821	3	2	2.826	0.814	3	1
7th	2.821	0.877	3	2	2.661	1.028	3	1.5
8th	2.865	0.960	3	2	3.177	0.589	3	1
All Students	2.856	0.852	3	2	2.885	0.815	3	2
Collaboration								
6th	2.879	0.879	3	2	2.692	0.925	3	1
7th	2.762	0.820	3	1	2.762	0.820	3	1.5
8th	2.944	0.842	3	2	2.889	0.748	3	1
All Students	2.878	0.859	3	2	2.747	0.870	3	1
Achievement								
6th	2.822	0.808	3	2	2.731	0.829	3	1
7th	2.875	0.948	3	2	2.500	0.800	3	1
8th	2.667	0.919	3	1	3.010	0.474	3	0
All Students	2.793	0.854	3	2	2.774	0.787	3	1
Discipline								
6th	2.837	0.844	3	2	2.629	0.995	3	1
7th	2.714	0.935	3	1.5	2.446	1.015	3	1
8th	2.667	1.256	3	2	3.063	0.607	3	1
All Students	2.781	0.956	3	2	2.704	0.947	3	1

Note. $N = 104$ total students; $N = 66$ sixth grade students; $N = 14$ seventh grade student; $N = 24$ 8th grade students. R = range of scores; IQR = inter-quartile range of scores.

The Research Questions

Research Question One

How does participation in the Capturing Kids' Hearts staff development program impact teacher-student relationships, as measured by teacher and student perceptions at Jane Long Middle School in Bryan ISD, TX?

The variable of teacher-student relationships was assessed with nine different questions on the pre- and post-surveys. Table 11 represents the mean scores and standard deviations for the pre-survey and post-survey for teachers and students.

Table 11.---Summary of the Perceptions Among Survey Participants Related to Teacher-Student Relationships by Grade Level

Variable Relationships	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
Teachers	3.400	3.455	0.055	0.600	0.558	0.818
All Students	3.011	2.918	-0.094	0.972	0.975	2.544*
6th Grade	2.966	2.786	-0.180	0.978	0.991	4.016*
7th Grade	2.953	2.500	-0.453	1.034	1.151	8.047*
8th Grade	2.917	3.042	0.125	1.049	0.947	1.675

Note. $N = 15$ teachers; $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.
*Significance level of .05

The difference between pre-survey and post-survey mean scores was positive for only teachers and eighth grade students. The negative changes in mean scores between the pre-survey and post-survey were found to be significant at $p<0.05$ level for all students and at $p<0.01$ for sixth and seventh grade students. Analyses of teacher and student mean scores reflect a view that teachers and eighth grade students felt more positive about teacher-student relationships than did sixth or seventh grade students. An analysis of each question within this variable for each grade level is presented in Table 23 in Appendix F.

Table 12.---Summary of the Perceptions Among Survey Participants Related to Teacher-Student Relationships by Cohort Groups

Variable Relationships	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
All Teachers	3.400	3.455	0.055	0.600	0.558	0.818
October	3.403	3.391	-0.012	0.597	0.548	0.169
February	3.397	3.524	0.127	0.610	0.564	1.923
All Students	3.011	2.918	-0.094	0.972	0.975	2.544*
October	2.857	2.702	-0.155	1.030	1.066	2.303*
February	3.103	3.047	-0.056	0.926	0.897	1.092

Note. $N = 15$ teachers; $N = 104$ students; $N = 38$ students in October cohort; $N = 66$ students in February cohort; $N = 15$ teachers; $N = 8$ teachers in October cohort; $N = 7$ teachers in February cohort.
*Significance level of .05

Table 12 represents the mean scores and standard deviations for teachers and students by cohort groups for the teacher-student relationship variable. The differences in mean scores for the relationship variable were not found to be significant for either of the teacher cohort groups or for the teachers as a whole. All students and the students in the October cohort did have a negative change in their mean score between the pre-survey and post-survey that was significant at $p<0.05$. The mean scores for all student groups decreased between the pre-survey and post-survey. The mean score for the teachers increased for the February cohort and for all teachers, reflecting a more positive view of relationships by teachers than students.

Research Question Two

How does participation in the Capturing Kids' Hearts staff development program impact student-engagement, attentiveness, achievement, and collaboration in class activities, as measured by teacher and student perceptions at Jane Long Middle School in Bryan ISD, TX?

The variable of engagement was assessed with four questions on the pre- and post-surveys. Table 13 represents the mean scores and standard deviations for the pre-survey and post-survey for teachers and students on the variable of student engagement.

Table 13.---Summary of the Perceptions Among Survey Participants Related to Engagement by Grade Level

Variable Engagement	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
Teachers	3.033	3.200	0.167	0.637	0.546	1.421
All Students	2.858	2.779	-0.079	0.898	0.921	1.539
6th Grade	2.875	2.720	-0.155	0.852	0.934	2.475*
7th Grade	3.143	2.607	-0.536	1.209	0.985	1.906
8th Grade	2.802	3.042	0.240	0.958	0.794	2.443*

Note. $N = 15$ teachers; $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.
*Significance level of .05

An increase between mean scores on engagement between the pre-survey and post-survey responses was found for the teacher group and the eighth grade students. A decrease in total student responses as well as for sixth and seventh grade students was found for the variable of engagement. The increase in mean score values for the eighth grade students was significant at $p<0.05$, as was the decrease in mean scores for the sixth grade students. An analysis of each question within this variable for each grade level is presented in Table 24 in Appendix G.

Table 14 represents the mean scores and standard deviations for the pre-survey and post-survey for teachers and students by cohort groups for the variable of engagement.

Table 14.---Summary of the Perceptions Among Survey Participants Related to Engagement by Cohort Groups

Variable Engagement	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
All Teachers	3.033	3.200	0.167	0.637	0.546	1.421
October	3.219	3.188	-0.031	0.553	0.471	0.262
February	2.821	3.214	0.393	0.670	0.630	2.294
All Students	2.858	2.779	-0.079	0.898	0.921	1.539
October	2.783	2.599	-0.184	0.927	1.031	2.055*
February	2.902	2.898	-0.004	0.880	0.842	0.963

Note. $N = 15$ teachers; $N = 104$ students; $N = 38$ students in October cohort; $N = 66$ students in February cohort; $N = 15$ teachers; $N = 8$ teachers in October cohort; $N = 7$ teachers in February cohort.
*Significance level of .05

The October cohort of teachers showed a decrease in mean variable scores between the pre-survey and post-survey, while the teachers as a whole and the February cohort showed an increase in mean variable scores. Both cohorts of student groups and the student group as a whole demonstrated a decrease in mean variable scores between the pre-survey and post-survey for the engagement variable. The decrease in mean scores was found to be significant at $p<0.05$ for the October cohort of students.

The variable of student attentiveness was measured with four questions on the teacher and student survey. Table 15 represents the mean scores and standard deviations of the responses on the attentiveness variable.

Table 15.---Summary of the Perceptions Among Survey Participants Related to Attentiveness by Grade Level

Variable Attentiveness	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
Teachers	3.200	3.300	0.100	0.632	0.534	0.903
All Students	2.856	2.885	0.029	0.923	0.903	0.609
6th Grade	2.860	2.826	-0.034	0.906	0.902	0.560
7th Grade	2.821	2.661	-0.160	0.936	1.014	1.445
8th Grade	2.865	3.177	0.312	0.980	0.768	3.728*

Note. $N = 15$ teachers; $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.
*Significance level of .05

The increase in mean scores for the eighth grade students was found to be significant at $p<0.05$. No other scores on this variable were found to have significant increase or decrease in mean value. Overall, the attentiveness variable showed the least amount of decrease in mean scores both in student ratings by grade levels and with teachers. An analysis of each question within this variable for each grade level is presented in Table 25 in Appendix H.

Table 16 represents the mean scores and standard deviations for the pre-survey and post-survey for teachers and students by cohort groups for the attentiveness variable. This variable showed similar results as the grade level analysis for both the teacher and student cohorts. The October cohort for both teachers and students showed a decrease in mean scores

for the attentiveness variable. Group totals and the February cohort both showed an increase in the mean score for the attentiveness variable.

Table 16.---Summary of the Perceptions Among Survey Participants Related to Attentiveness by Cohort Groups

Variable Attentiveness	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
All Teachers	3.200	3.300	0.100	0.632	0.534	0.903
October	3.281	3.219	-0.062	0.581	0.553	0.220
February	3.107	3.393	0.286	0.685	0.497	2.341
All Students	2.856	2.885	0.029	0.923	0.903	0.609
October	2.678	2.658	-0.020	0.960	1.030	0.214
February	2.958	3.034	0.076	0.890	0.787	1.011

Note. $N = 15$ teachers; $N = 104$ students; $N = 38$ students in October cohort; $N = 66$ students in February cohort; $N = 15$ teachers; $N = 8$ teachers in October cohort; $N = 7$ teachers in February cohort.

The variable of collaboration was measured with three questions on the survey instrument. This variable was assessed with the fewest number of questions of the six variables measured on the survey instrument. Table 17 represents the mean scores and standard deviations of the collaboration variable on the pre- and post-survey. The increase in teacher mean scores was not found to be significant for this variable. The decrease in all students' mean variable score was significant at $p<0.05$. The collaboration variable was the only variable for which the eighth grade students showed a decrease in mean scores from the

pre-survey to the post-survey. For both teachers and students, collaboration remained relatively flat in terms of change in mean scores. An analysis of each question within this variable for each grade level is presented in Table 26 in Appendix I.

Table 17.---Summary of the Perceptions Among Survey Participants Related to Collaboration by Grade Level

Variable Collaboration	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
Teachers	2.933	3.022	0.089	0.688	0.621	0.673
All Students	2.878	2.747	-0.131	0.927	0.933	2.081*
6th Grade	2.879	2.692	-0.187	0.937	0.962	1.063
7th Grade	2.762	2.762	0.000	0.906	0.906	0.000
8th Grade	2.944	2.889	-0.055	0.918	0.865	0.443

Note. $N = 15$ teachers; $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.
*Significance level of .05

Table 18 represents the mean scores and standard deviations for the collaboration variable on the pre-survey and post-survey for both students and teachers by cohort groups. All teacher groups reported increases in mean scores for the collaboration variable and all student groups reported decreases in mean scores for the collaboration variable. The total student mean score difference was found to be significant at $p<0.05$.

Table 18.---Summary of the Perceptions Among Survey Participants Related to Collaboration by Cohort Groups

Variable Collaboration	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
All Teachers	2.933	3.022	0.089	0.688	0.621	0.673
October	3.000	3.042	0.042	0.590	0.624	0.260
February	2.857	2.905	0.048	0.793	0.625	0.244
All Students	2.878	2.747	-0.131	0.927	0.933	2.081*
October	2.781	2.750	-0.211	0.929	1.072	0.585
February	2.934	2.864	-0.070	0.924	0.823	0.836

Note. N = 15 teachers; N = 104 students; N = 38 students in October cohort; N = 66 students in February cohort; N = 15 teachers; N = 8 teachers in October cohort; N = 7 teachers in February cohort.
*Significance level of .05

The variable for student achievement was measured with four questions. Table 19 represents the mean scores and standard deviations for the questions of the variable of achievement. The increase in teacher scores was found to be significant at $p<0.05$. The eighth grade students had an increase in mean scores that was significant at $p<0.01$. The seventh grade group of students showed a decrease in mean values that was significant at $p<0.01$. An analysis of each question within this variable for each grade level is presented in Table 27 in Appendix J.

Table 19.---Summary of the Perceptions Among Survey Participants Related to Achievement by Grade Level

Variable Achievement	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
Teachers	2.867	3.150	0.283	0.700	0.659	2.825*
All Students	2.793	2.774	-0.019	0.934	0.883	0.372
6th Grade	2.822	2.731	-0.091	0.899	0.910	1.363
7th Grade	2.875	2.500	-0.375	0.974	0.894	3.352*
8th Grade	2.667	3.010	0.343	0.959	0.688	3.862*

Note. $N = 15$ teachers; $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.
*Significance level of .05

Table 20 represents the mean scores and standard deviations for the achievement variable for teacher and student cohort groups. Both teacher cohorts showed increases in mean scores between the pre-survey and post-survey, as did the total teacher group. The increase was significant for the total teacher group and the February cohort at $p<0.05$. The February cohort of students showed an increase in mean scores for the achievement variable, while the total student group and the October cohort showed a decrease in mean scores in achievement.

Table 20.---Summary of the Perceptions Among Survey Participants Related to Achievement by Cohort Groups

Variable Achievement	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
All Teachers	2.867	3.150	0.283	0.700	0.659	2.825*
October	2.938	3.188	0.250	0.716	0.644	1.569
February	2.786	3.107	0.321	0.686	0.596	2.683*
All Students	2.793	2.774	-0.019	0.934	0.883	0.372
October	2.697	2.599	-0.098	1.023	0.998	0.937
February	2.848	2.902	0.054	0.859	0.798	0.730

Note. $N = 15$ teachers; $N = 104$ students; $N = 38$ students in October cohort; $N = 66$ students in February cohort; $N = 15$ teachers; $N = 8$ teachers in October cohort; $N = 7$ teachers in February cohort.

* Significance level of .05

Research Question Three

How does participation in the Capturing Kids' Hearts staff development program impact student discipline, as measured by teacher perceptions at Jane Long Middle School in Bryan ISD, TX?

The variable of student discipline was assessed with four questions on the survey instrument. Table 21 represents the mean scores and standard deviations for the questions on the variable of discipline. Both teachers and eighth grade students showed an increase in mean scores between the pre-survey and post-survey. A positive mean difference was found to be significant for the eighth grade students at $p<0.01$. However, negative mean differences

were found to significant for the sixth grade students at $p<0.01$ and for the seventh grade students at $p<0.05$. As with other variables, the sixth and seventh grade student groups showed a decrease in mean scores between the pre-survey and post-survey values. This reflected teachers' and eighth grade students' more positive view of discipline in teachers' classrooms as compared to sixth and seventh grade students.

Table 21.---Summary of the Perceptions Among Survey Participants Related to Discipline by Grade Level

Variable Discipline	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
Teachers	3.200	3.333	0.133	0.708	0.572	1.103
All Students	2.781	2.704	-0.077	0.976	0.973	1.371
6th Grade	2.837	2.629	-0.208	0.919	0.997	2.993*
7th Grade	2.714	2.446	-0.268	0.967	1.008	2.255*
8th Grade	2.667	3.063	0.396	1.121	0.779	3.941*

Note. $N = 15$ teachers; $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.
*Significance level of .05

An analysis of each question within this variable for each grade level is presented in Table 28 in Appendix K.

Table 22 represents the mean scores and standard deviations for teachers and students by cohort groups.

Table 22.---Summary of the Perceptions Among Survey Participants Related to Discipline by Cohort Groups

Variable Discipline	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
All Teachers	3.200	3.333	0.133	0.708	0.572	1.103
October	3.313	3.281	-0.032	0.780	0.581	0.195
February	3.143	3.393	0.250	0.591	0.567	2.778*
All Students	2.781	2.704	-0.077	0.976	0.973	1.371
October	2.645	2.461	-0.184	1.057	1.067	0.285
February	2.860	2.856	-0.004	0.918	0.890	0.051

Note. $N = 15$ teachers; $N = 104$ students; $N = 38$ students in October cohort; $N = 66$ students in February cohort; $N = 15$ teachers; $N = 8$ teachers in October cohort; $N = 7$ teachers in February cohort.
*Significance level of .05

The increase in mean scores between the pre-survey and post-survey for teachers in the February cohort was significant at $p<0.05$. The October teacher cohort, like all student groups showed a decrease in mean scores for the discipline variable between the pre-survey and post-survey.

Section II: Qualitative Findings

Review of the Post-Survey

The teacher post-survey contained three questions not on the student survey. These questions were:

30. What expectations did you have of the Capturing Kids' Hearts Program?

31. What is your perception of the Capturing Kids' Hearts Program?

32. How has the CKH training affected you as a teacher?

There were 12 responses to question 30, (Appendix L). Seven of the responses expressed positive responses as to the expectations of the training, three were neutral, and two were negative. Examples of the positive responses are, "I expected a great learning experience. I wanted to learn new, effective ways to work with my students and to help them be more successful", and "Improved teaching and discipline." Examples of the neutral responses are, "I did not know what to expect" and "At first I didn't really know. I did hope that it would help students establish better relationships with one another." An example of the negative responses was, "Cheesy and out of touch with students." The responses were categorized into major themes of helping teachers learn and helping students learn. Six of the responses focused on the expectation of learning for teachers and to help their students develop more positive relationships with other students. Three of the responses focused on the expectation of helping students to learn how to create better relationships and better discipline.

Question 31 had 13 responses, (Appendix M). All 13 of the responses reflected positive perceptions of the Capturing Kids' Hearts training program. The responses were categorized into three themes: (a) Positive for kids, ("I perceive Capturing Kids' Hearts program as an important tool. All students, especially the disadvantaged students need

support and understanding in growing up.") (b) Applicable to the classroom ("It is by far one of the best trainings I have ever attended. It is practical and can be implemented immediately upon return to school. It focuses on the kids, but it is also very fulfilling for the teacher.") (c) Student oriented ("I think that it is good to establish in a classroom in order to give students the chance to have a say in their education.") Responses to question 31 indicated that teachers perceived the Capturing Kids' Hearts training program to have immediate applicability and that it provided them with tools and strategies to use in the their classrooms to help support students.

Question 32 had 12 responses, (Appendix N). Examples of teacher responses to question 32 are included with the categories of the responses. All of the teacher responses to question 32 were positive and cited praise for the program. The responses were categorized into the themes of: (a) classroom discipline (I feel that the Capturing Kids' Hearts program is helpful and their approach to classroom management and discipline is a wonderful tool that I will use.") (b) Relationships ("It has allowed myself to think more of why a child is behaving a certain way as opposed to just reacting to an unwanted behavior.") (c) Student needs ("I am more aware of the differences and needs of my students.") (d) Environment ("I am a lot more relaxed with my students. I feel that I have put more responsibility for their success upon them and their work.") Most of the responses contained more than one of the major response themes. Three focused on classroom discipline, six on relationships with students and with teachers, three addressed student needs, and three focused on the classroom environment. The responses to question 32 are aligned with the major ideas in the questions of this study: teacher-student relationships, engagement, which can be linked to environment, and student discipline.

Results of the Follow Up Interview

A focus group interview was conducted with seven of the original 15 teachers in the study. The investigator met the teachers at the Jane Long campus library and recorded teacher responses and discussions. A copy of the transcript of the interview is provided (Appendix O). The teachers were informed that; overall, teacher mean scores increased between the pre-survey and post-survey while the student scores declined. They were also informed that the eighth grade student mean scores increased for nearly all variables, as did the teacher scores while the sixth and seventh grade mean scores declined for all variables. The teachers in the interview were informed of the February cohort of students and teachers having higher mean scores on most variables than the students and teachers in the October cohort.

Teachers were asked the question, "How would you make sense of this data?" Teachers felt that many of the sixth grade students did not understand the survey questions nor did they put forth a serious effort on the surveys. One of the teachers who taught students in resource level classes stated that most of her students could not read the survey; she had had to read the questions to her sixth grade students. All of the teachers remarked that the maturity level of the students was a factor in the way they answered the survey questions. Several felt that sixth and seventh grade students were answering questions with no consideration given to whether or not their answer was truly reflective of their feelings about the class. The teachers also noted that the components of the Capturing Kids' Hearts program were taught in the elective course of Teen Leadership. Many of the eighth grade students had taken this course either in the 2002-2003 school year or the year before as seventh graders. This extra exposure to the use of class contracts and Capturing Kids' Hearts strategies could

have made eighth grade students feel more positive about the program and its use in classrooms according to the teachers in the interview.

Most of the teachers responded that student maturity was a factor in their acceptance of the program goals and the manner in which they answered the surveys. One teacher felt that perhaps teachers in the October cohort had had more time to become disenchanted with the program and therefore responded with lower mean scores on the surveys than did the February cohort. Other teachers felt that most of the October cohort staff did not begin to implement the program strategies and initiatives until the beginning of the second semester and this was a factor in the responses of the cohort groups. Teachers were unable to suggest reasons for differences in the students' responses at each grade level between the February and October cohorts. It was suggested that some teachers may have been trying to impress the researcher with their responses. Teachers also stated that some students might have deliberately responded in a manner to reflect lower mean scores.

Teachers felt that the open-ended question gave them a chance to more fully explain their feelings about the Capturing Kids' Hearts training. All of the teachers reported very positive feelings about the training after having attended the workshop. Teachers felt that the survey focused more on the aspects of classroom activities and discipline while the open-ended questions allowed them to reflect and analyze how the training had impacted their approach to working with students. Several of the teachers responded that the survey questions were of two natures; the first 29 questions targeted current practices and procedures in their classrooms. The open-ended questions targeted a more ideal classroom setting. Teachers answered the first part of the survey with what was currently happening in

their classrooms. They answered the open-ended questions with what they wished their classrooms might be more like.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into three major sections. The first section presents a summary of the procedures and results of the study. The second section presents the conclusions that were derived from the data as well as the literature review. Section three is comprised of the recommendations for future practices with educational leaders and recommendations for future research.

The classroom teacher has a significant influence on whether or not students will engage in learning activities and respond in a positive manner to each other. The relationships that are established between the teacher and students and between students are important in securing students' engagement and impacting their achievement (Wehlage and Smith, 1992). A classroom environment that encourages collaboration between students, has high expectations for achievement, and is structured around engaging activities is essential to student academic success. Many studies have focused on the emotional impact of learning and how our brains process data (Cohen, 199). Teachers have the power to create atmospheres of trust and care in their classrooms that lead to positive emotional learning opportunities for their students. Educational leaders should not overlook the importance of creating positive teacher-student relationships as a means of sustaining student engagement and achievement.

The findings of this study produced data that will benefit the educational leaders at Jane Long Middle School by allowing them to review the impact of the Capturing Kids' Hearts staff development program as a means of providing teachers with the training

necessary to establishing more positive classroom environments with caring and trustful relationships. The writers and developers of the Capturing Kids' Hearts training program may also use data produced from this study for further refinement of the program's strategies and goals. Other schools interested in establishing more positive teacher-student relationships or considering the implications of future staff development may also use the data produced from this study.

Summary

Thirty years ago researchers began to examine what makes a teacher effective. Brophy and Evertson (1976) found that effective teachers were those who displayed a personal interest in their students. Teachers who demonstrate care for their students and who are able to develop trust and rapport with their students often have classrooms with higher levels of student achievement (Rogers and Renard, 1999). Students are motivated when they believe teachers treat them as people and care about them personally. The research by Rogers and Renard showed that when students understand and believe that teachers are involved with their interests, then those students are more focused on achievement, collaboration, and self-discipline.

Summary of Procedures

The primary purpose of this study was to examine the impact of the Capturing Kids' Hearts staff development program on teacher-student relationships; student engagement issues of attentiveness, achievement, and collaboration; and classroom discipline. A secondary purpose was to measure teacher perceptions of the effectiveness of the program and how teachers implemented methods and strategies from the Capturing Kids' Hearts

program. The research was designed to measure teacher perceptions of different variables within their classrooms and to measure students' perceptions of the same variables within a selected teacher's classroom. A pre-survey was administered to teachers and to students prior to the teacher attending the training. After administering the training program to teachers, a second measure of their perceptions of the variables as well as their students' perceptions was taken in the form of a post-survey.

Initially the variables of teacher-student relationships, student engagement, and student discipline were identified as the focus of the research questions. The definition of student engagement was expanded to include attentiveness, collaboration, and achievement. A survey instrument was developed using questions from *The Class Activities Questionnaire* (Steele, 1969), from a personnel inventory measure of the Ventures for Excellence Corporation, and from a survey by graduate students at Texas A&M University. Teachers at Jane Long Middle School who attended the Capturing Kids' Hearts training program during the 2002-2003 school year participated in the research. Students were chosen to participate if they were in the second period class of a teacher who participated in the research. Since teachers attended the training at different times of the school year, two cohorts were created: one for teachers who attended the training in October and one for teachers who attended in February. The intent of the research was to determine if perceptions of the identified variables improved after teachers attended the Capturing Kids' Hearts training during the school year and then began to implement the strategies in their classrooms.

The data were gathered throughout the 2002-2003 school year and analyzed at the conclusion of the school year after students and staff had been released. A follow-up focus

group interview was conducted in the fall semester of the 2003-2004 school year to gather teacher interpretations of the data.

Summary of Findings

1. Students demonstrated a decline in how they viewed the actions of teachers and students within their classrooms. Students showed a significant decrease on the variables of teacher-student relationships and collaboration. No other variable had a significant decrease, $p<0.05$, for the student group. The total student group did show an increase in mean scores for the variable of attentiveness.

2. Students in the October cohort had a decrease in mean scores for all six variables. The February cohort had an increase in mean scores for the variables of attentiveness and achievement. The October cohort demonstrated a significant decrease, $p<0.05$, in mean scores for the variables of relationships and engagement. None of the decreases in mean scores for the February cohort were significant.

3. On the variable of teacher-student relationships, both sixth and seventh grade students showed a significant decrease in mean scores at $p<0.01$. Sixth grade students also demonstrated at decrease in mean scores for the variable of engagement while eighth grade students showed an increase in mean scores for engagement. Eighth grade students demonstrated a significant, $p<0.01$, increase in mean scores for the variable of attentiveness. Eighth grade students demonstrated a significant increase in mean scores for the variable of achievement at $p<0.01$. On the variable of discipline, sixth and seventh grade students demonstrated a significant decrease in mean scores, sixth at $p<0.01$ and seventh at $p<0.05$.

Eighth grade students demonstrated a significant increase, $p<0.01$, for the variable of discipline.

4. Teachers showed an increase in mean scores for all six variables in the study. The increase was found to be significant at $p<0.05$ for the variable of achievement. None of the other variable mean score increases were significant.

5. Teachers in the October cohort showed a decrease in mean score values for the variables of relationships, engagement, attentiveness, and discipline. None of the increases or decrease in mean score values were found to be significant for the October cohort. The February cohort showed an increase in mean score values for all six variables. This increase was significant at $p<0.05$ for the variables of achievement and discipline.

Interpretations of these differences cannot be directly related to the strategies and goals of the Capturing Kids' Hearts program. Since teachers were independent practitioners with their classroom activities and procedures, there was no method of accounting for the differences in levels of implementation, teacher reactions to difficulties, and teacher consistencies with the Capturing Kids' Hearts strategies during the course of this study. It would seem highly probable that different teachers took different approaches to implementing the Capturing Kids' Hearts strategies and goals. Teachers spoke to this effect and gave several reasons for their actions in the follow up interview that was conducted at the end of the study. The lack of a standardize implementation procedure and a lack of checks and balances to ensure all classes were implementing the program's goals and utilizing its strategies may have been a factor in the inconsistent nature of the data.

Accounting for the findings of this study is difficult at best. However, feedback from a focus group of teachers at the end of the study provided some possibilities. Teachers were

of the opinion that sixth grade students were not mature enough to understand the questions and that many of them did not attempt to answer the questions with a sense of thoughtfulness and responsibility. Several remarked that many of their sixth grade students were not able to comprehend the questions on the survey; one teacher reported that she had to read the questions to her students. Teachers noted that many of the concepts and strategies of the Capturing Kids' Hearts program are taught to students in the Teen Leadership course. Many of the eighth grade students had previously taken the Teen Leadership class or were enrolled in it at the time of the survey. In addition, the eighth grade students had been in classrooms with teachers who had attended the Capturing Kids' Hearts training in previous years. For some eighth grade students, they had been exposed to the Capturing Kids' Hearts classrooms for three years. Teachers felt that this additional exposure to the program's goals and the students' increased maturity level played a significant role in student ratings of the program and their teachers' classroom. Differences in the cohort scores were more difficult for teachers to interpret. Teachers in the focus group felt that perhaps the October group had become disenchanted with the program due to a lack of success with students and in implementing the program. All teachers indicated that they felt the training was very valuable and stated that they would recommend it to others. Teachers' favorable views of the program and unfavorable views of its success in some of their classrooms indicate teachers needed additional time and support with implementing the Capturing Kids' Hearts strategies and procedures.

Conclusions

Because of the peculiarities of this study and the limitations caused by a variety of circumstances, it is difficult to draw any firm conclusions. However, some tentative

interpretations may be drawn from the study's findings, which, in turn will provide the basis for future research:

1. It seems likely that the benefit of Capturing Kids' Hearts is to some degree a function of student maturity. Establishing bonds of trust with adults and unfamiliar students, working collaboratively, and internalizing skills necessary for success in schools are not traits that come naturally to many children. Survey data and teacher responses indicate that the more exposure students had with teachers who had participated in the Capturing Kids' Hearts program the more successful the students were and the more positive students felt about their classroom activities. Teachers who had eighth grade students who had been in classrooms since the sixth grade that practiced the strategies of the Capturing Kids' Hearts program were more positive about their classes and their roles' as students. Each class of students that comes through a school has its own unique characteristics. The eighth grade students at Jane Long during this study had the reputation of being disinterested in academics and difficult to manage in classrooms. Initial impressions of the sixth grade group during the year of this study were just the opposite. The fact that student responses to the survey questions were so different for sixth and eight grade students supports the conclusion that student maturity and length of exposure to the Capturing Kids' Hearts strategies impacts its success.
2. Time is a factor in teachers being able to fully implement the Capturing Kids' Hearts training. The goal and intent of the Capturing Kids' Hearts

training is to equip teachers with skills necessary to build better relationships with students and between students. In doing this, teachers are helping students take more responsibility for their own learning and behavior. The program seeks to equip teachers with skills and repertoires that enable them to teach students how to accept the consequences of their actions and how to plan for success by establishing goals and agreements for social interactions. For most teachers this is a different method of operation from the way they have been trained. Being exposed to new ideas and strategies for three days is invigorating and stimulating. Putting the new skills into practice and managing them for success takes time and experience. Teachers were trained in the Capturing Kids' Hearts program and then were expected to return to their classes and begin successfully implementing new strategies immediately. Most teachers would benefit from more direct observation of classrooms that operated within a Capturing Kids' Hearts framework. Teachers need to see first hand the reactions of experienced colleagues when a student breaks the social contract, they need to observe experienced teachers use questioning strategies with difficult students to get them refocused on the assigned task or to accept the consequences of their actions. Teachers would benefit from observing an actual classroom create and establish a social contract for acceptable behavior and classroom operations. The teacher participants in this study all agreed to the validity of the training. Some expressed doubts about the success of it implementation in their classrooms, but all of the

participants noted that it was difficult to fully implement new strategies during the course of the school year. Teachers needed more time to develop their own adaptations of the training to the unique traits and characteristics of their classrooms.

Recommendations

Recommendations for Practice

The following recommendations for practice are offered for consideration based upon the findings and conclusions of this study:

1. Continue the use of the Capturing Kids' Hearts training at Jane Long Middle School and other campuses as a means of teaching teachers and staff members the ways and means and the necessity of developing stronger personal relationships with students.
2. The Capturing Kids' Hearts training is conducted throughout the school year. It is recommended that schools consider training teachers during the summer months to the greatest extent possible. This allows teachers the opportunity to begin implementing new strategies with the advent of the new school year.
3. Before teachers attend the training, they are afforded the opportunity to observe classrooms successfully utilizing the Capturing Kids' Hearts training program.
4. Since the data showed that teachers with sixth grade students had less success with the program than eighth grade classes, it is recommended that Jane Long Middle School explore ways to ensure that all sixth grade classes are utilizing the program and to explore methods of expanding the training in the feeder elementary schools.

Recommendations for Further Study

The following are recommendations for further research related to this study:

1. Research that replicates this study in a school setting in which all classrooms are utilizing the Capturing Kids' Hearts program.
2. Longitudinal research that examines students' attitudes to the identified Capturing Kids' Hearts variables over the years spent in a traditional middle school setting.
3. Research that replicates this study with control groups of teachers who have been trained in and have been using the Capturing Kids' Hearts program for at least one year.

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APPENDIX A

AA –	Almost Always
O -	Often
S -	Seldom
AN -	Almost Never

Teacher Pre-Survey **AA O S AN**

Please bubble the response to each statement that best reflects your opinion.

1. There is considerable joking or laughing in my classes
2. Students are excited and involved with class activities.
3. Students in my classes actively participate in class discussions.
4. Students in my classes interact positively with one another.
5. Students in my classes take ownership for their learning.
6. I feel confident in my ability to discipline students without punishment.
7. I am aware of my students' individual traits.
8. I am able to make a positive connection with each student.
9. Students in my classes seek input when determining learning activities.
10. Students in my classes follow directions.
11. Inventing, designing, composing, and creating are major activities in my classes.
12. Students in my classes complete tasks to the best of their individual abilities.
13. I feel confident in my ability to teach students to monitor their own behavior.
14. Students in my classes are intimidated by me.
15. I am able to establish trust and rapport with each student.
16. Students in my classes actively participate in class activities a majority of the time.
17. Students in my classes can identify when they are on task.
18. Students in my classes are involved in collaborative projects.
19. Students in my classes achieve at a high level.
20. Students in my classes understand classroom procedures and expectations and help each other follow them.
21. As a teacher I express very positive attitudes towards students.
22. As a teacher I strive to focus on students' strengths.
23. As a teacher I am caring and compassionate toward students.
24. Students in my classes can explain their responsibilities for learning.
25. Students in my classes are able to explain and describe assigned tasks
26. I strive to develop positive student attitudes in the classroom.
27. Students in my classes are focused on learning.
28. Students in my classes interact positively with me.
29. As a teacher I diagnose causes behind classroom discipline problems.

APPENDIX B

AA –	Almost Always
O -	Often
S -	Seldom
AN -	Almost Never

Teacher Post-Survey **AA O S AN**

Please bubble the response to each statement that best reflects your opinion.

1. There is considerable joking or laughing in my classes
2. Students are excited and involved with class activities.
3. Students in my classes actively participate in class discussions.
4. Students in my classes interact positively with one another.
5. Students in my classes take ownership for their learning.
6. I feel confident in my ability to discipline students without punishment.
7. I am aware of my students' individual traits.
8. I am able to make a positive connection with each student.
9. Students in my classes seek input when determining learning activities.
10. Students in my classes follow directions.
11. Inventing, designing, composing, and creating are major activities in my classes.
12. Students in my classes complete tasks to the best of their individual abilities.
13. I feel confident in my ability to teach students to monitor their own behavior.
14. Students in my classes are intimidated by me.
15. I am able to establish trust and rapport with each student.
16. Students in my classes actively participate in class activities a majority of the time.
17. Students in my classes can identify when they are on task.
18. Students in my classes are involved in collaborative projects.
19. Students in my classes achieve at a high level.
20. Students in my classes understand classroom procedures and expectations and help each other follow them.
21. As a teacher I express very positive attitudes towards students.
22. As a teacher I strive to focus on students' strengths.
23. As a teacher I am caring and compassionate toward students.
24. Students in my classes can explain their responsibilities for learning.
25. Students in my classes are able to explain and describe assigned tasks
26. I strive to develop positive student attitudes in the classroom.
27. Students in my classes are focused on learning.
28. I am able to make a positive connection with each student.
29. As a teacher I diagnose causes behind classroom discipline problems.

Write your response to each question below.

30. What expectations did you have of the Capturing Kids' Hearts program?
31. What is your perception of the Capturing Kids' Hearts program?
32. How has the Capturing Kids' Hearts training affected you as a teacher?

APPENDIX C

AA –	Almost Always
O -	Often
S -	Seldom
AN -	Almost Never

Student Survey **AA O S AN**

Please bubble the response to each statement that best reflects your opinion.

1. There is very little joking or laughing in this class.
2. Students in this are excited and involved with class activities.
3. Students in this class actively participate in class discussions.
4. Students in this class interact positively with one another.
5. Students in this class take ownership for their learning.
6. My teacher is able to discipline students without punishment.
7. My teacher is aware of students' individual traits in this class.
8. My teacher is able to make a positive connection with each student in this class.
9. Students in this class seek input when determining learning activities.
10. Students in this class follow directions.
11. Inventing, designing, composing, and creating are major activities in this class.
12. Students in this class complete tasks to the best of their individual abilities.
13. My teacher is able to teach students to monitor their own behavior in this class.
14. Students in this class are intimidated by the teacher.
15. My teacher is able to establish trust and rapport with each student in this class.
16. Students in this class actively participate in class activities a majority of the time.
17. Students in this class can identify when they are on task.
18. Students in this class are involved in collaborative projects.
19. Students in this class achieve at a high level.
20. Students in this class understand classroom procedures and expectations and help each other follow them.
21. My teacher expresses very positive attitudes towards students in this class.
22. My teacher strives to focus on students' strengths in this class.
23. My teacher is caring and compassionate toward students in this class.
24. Students in this class can explain their responsibilities for learning.
25. Students in this class are able to explain and describe assigned tasks.
26. My teacher strives to develop positive student attitudes in this class.
27. Students in this class are focused on learning.
28. Students in this class interact positively with the teacher.
29. My teacher can diagnose causes behind classroom discipline problems.

APPENDIX D

Jane Long Middle School

1106 N. Harvey Mitchell Pkwy
Bryan, TX 77801
979-821-6500
Fax 979-822-7410

September 1, 2002

Dear Parents:

During this school year 32 of our teachers will be attending a training program called Capturing Kids' Hearts. This program is designed to help teachers develop better relationships with students. Some of our teachers have already attended this training last year.

As part of a study to see if this program is helping teachers and students we will be asking students in one of each teacher's classes to answer questions on a survey. We will ask teachers and selected students to fill out the survey before the teacher goes to the training and again at the end of the year.

Students and teachers participating in this study will complete the survey on the school computer network. No one will see their answers nor will the survey ask them for their name, ID, or any personal information. Each student will be required to fill out a form stating that they agree to participate before they can access the survey on the computers. No student will be forced to answer the survey and no student will be penalized in any way for choosing not to participate. There are no benefits to any student for answering the questions on the survey.

If you have any questions about this training program, the survey, or this project please call the school and someone will be able to answer your questions. Please fill out and return the bottom part of this letter if you agree to allow your student to participate in this study.

Sincerely,

Lee Yeager
Principal

I agree to allow my student _____ to participate in the Capturing Kids' Hearts survey at Jane Long Middle School.

_____ _____

Parent signature Date

APPENDIX E

The Effect of the Capturing Kids' Hearts Staff Development Program in Fostering Positive Teacher-Student Classroom Relationships

This is a research study to measure teachers' and students' perceptions of the Capturing Kids' Hearts training program at Jane Long Middle School. The Capturing Kids' Hearts training is a 3-day staff development program that teachers attend. It is designed to help teach teachers how to build better teacher-student relationships. 32 teachers and approximately 300 students will be surveyed to see how they feel about this training program. Students will be chosen on the basis of whether or not one of their classroom teachers attends the training program during the 2002-2003 school year. Participants chosen for this study are asked to complete a questionnaire before their teacher attends the Capturing Kids' Hearts training and then complete another questionnaire at the end of the year. Each questionnaire should take no more than 20 minutes to complete.

This survey will give the researcher information about how well teachers and students think the Capturing Kids' Hearts program is working at Jane Long Middle School.

Participants will take the survey on computers at Jane Long Middle School. No one will be asked for his or her name or any personal information that could identify you. The survey will be anonymous. The responses on the computer survey will be encrypted and stored until the end of the 2002-2003 school year. There are no risks for participating in this survey and there are no benefits for participating. Participation in this research survey is optional for teachers and students. No one will be penalized for choosing not to answer the survey questions.

Questions about this research or survey can be directed to:

Lee Yeager
(979) 821-6502
wlyeager@bryanisd.org

"You understand that this research study has been reviewed and approved by the Institutional Review Board – Human Subjects in Research, Texas A&M University. For research related problems or questions regarding subjects' rights, you can contact the Institutional Review Board through Dr. Michael W. Buckley, Director of Support Services, Office of Vice President for Research at (979) 458-4067." (mwbuckley@tamu.edu)

You have read and understand the explanation provided to you. You have all questions answered to your satisfaction and you voluntarily agree to participate in this study.

You have been given a copy of this consent form. By clicking on the box below you agree to proceed to the survey questions.

Click here to access the survey

APPENDIX F

Table 23.--- Summary of the Perceptions Among Survey Participants Related to Relationship Questions by Grade Level

Survey Question	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
1						
6th Grade	2.803	2.848	0.045	0.964	0.965	0.285
7th Grade	3.357	3.571	0.214	0.633	0.646	1.000
8th Grade	2.958	2.917	-0.041	0.955	0.776	0.182
7						
6th Grade	3.061	3.015	-0.046	0.802	0.868	0.327
7th Grade	2.643	2.489	-0.154	1.082	0.938	0.715
8th Grade	2.792	3.083	0.291	0.977	0.929	1.273
8						
6th Grade	3.106	2.833	-0.273	0.930	1.090	1.726
7th Grade	3.071	2.357	-0.714	0.997	1.212	2.219*
8th Grade	3.083	3.250	0.167	1.018	0.989	0.811
14						
6th Grade	2.333	2.167	-0.166	1.086	0.904	1.055
7th Grade	2.071	1.571	-0.500	0.917	1.089	1.713
8th Grade	2.042	1.792	-0.250	1.083	1.021	0.923
15						
6th Grade	3.000	2.682	-0.318	0.961	0.947	2.599*
7th Grade	2.643	2.143	-0.500	1.082	1.167	2.463*
8th Grade	3.042	3.042	0.000	1.083	0.806	0.000
21						
6th Grade	3.152	2.818	-0.334	0.980	1.021	2.758*
7th Grade	3.143	2.643	-0.500	1.167	1.336	1.989
8th Grade	3.000	3.412	0.412	1.142	0.776	1.551
22						
6th Grade	3.136	2.909	-0.227	0.943	0.956	1.492
7th Grade	3.143	2.571	-0.572	0.949	0.938	2.280*
8th Grade	3.167	3.208	0.041	0.868	0.658	0.196
23						
6th Grade	3.121	2.985	-0.136	0.953	0.969	1.155
7th Grade	3.357	2.500	-0.857	1.008	1.225	3.123*
8th Grade	3.083	3.333	0.250	0.974	0.868	1.238
26						
6th Grade	2.985	2.818	-0.167	0.936	0.975	1.169
7th Grade	3.143	2.714	-0.429	0.949	0.914	1.472
8th Grade	3.083	3.333	0.250	1.018	0.637	1.030
Sum	3.011	2.918	-0.094	0.972	0.975	2.544*

Note. $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.
*Significance level of .05

APPENDIX G

Table 24.--- Summary of the Perceptions Among Survey Participants Related to Engagement Questions by Grade Level

Survey Question	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
2						
6th Grade	2.758	2.697	-0.061	0.946	0.960	0.462
7th Grade	3.143	2.857	-0.286	1.099	0.949	0.939
8th Grade	2.375	2.833	0.458	0.924	0.868	2.410*
9						
6th Grade	2.848	2.667	-0.181	0.749	0.900	1.300
7th Grade	2.714	2.714	0.000	1.139	1.069	0.000
8th Grade	2.792	3.042	0.250	0.884	0.806	1.366
16						
6th Grade	3.045	2.727	-0.318	0.793	0.937	2.828*
7th Grade	3.071	2.357	-0.714	0.997	1.151	2.347*
8th Grade	3.000	3.292	0.292	0.933	0.690	1.273
24						
6th Grade	2.848	2.788	-0.060	0.899	0.953	0.475
7th Grade	2.571	2.500	-0.071	0.756	0.760	0.434
8th Grade	3.042	3.000	-0.042	0.999	0.780	0.188
Sum	2.858	2.779	-0.079	0.898	0.921	1.539

Note. $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.

*Significance level of .05

APPENDIX H

Table 25.--- Summary of the Perceptions Among Survey Participants Related to Attentiveness Questions by Grade Level

Survey Question	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
3						
6th Grade	2.773	2.818	0.085	0.780	0.927	0.388
7th Grade	3.143	2.786	-0.357	0.949	1.051	1.325
8th Grade	2.750	3.250	0.500	0.989	0.676	3.140*
10						
6th Grade	2.591	2.591	0.000	0.960	0.944	0.000
7th Grade	2.643	2.429	-0.214	0.842	1.016	0.898
8th Grade	2.708	3.208	0.500	1.083	0.779	2.304*
17						
6th Grade	2.955	2.985	0.030	0.919	0.868	0.222
7th Grade	2.786	2.857	0.071	1.122	0.949	0.366
8th Grade	3.042	3.250	0.208	0.955	0.794	1.225
25						
6th Grade	3.121	2.909	-0.212	0.869	0.836	1.697
7th Grade	2.714	2.571	-0.143	0.825	1.089	0.618
8th Grade	2.958	3.000	0.042	0.908	0.834	0.225
Sum	2.856	2.885	0.029	0.923	0.903	0.609

Note. $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.

*Significance level of .05

APPENDIX I

Table 26.--- Summary of the Perceptions Among Survey Participants Related to Collaboration Questions by Grade Level

Survey Question	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
4						
6th Grade	2.742	2.530	-0.212	0.933	0.908	1.319
7th Grade	2.429	2.500	0.071	0.852	0.650	0.366
8th Grade	2.833	2.958	0.125	1.007	0.955	0.531
11						
6th Grade	3.076	2.636	-0.440	0.966	1.032	2.964*
7th Grade	3.071	2.857	-0.214	0.892	1.099	0.898
8th Grade	2.917	2.792	-0.125	0.881	0.884	0.531
18						
6th Grade	2.818	2.909	0.091	0.893	0.836	0.725
7th Grade	2.786	2.922	0.136	0.975	0.917	0.618
8th Grade	3.083	2.917	-0.166	0.881	0.776	0.891
Sum	2.878	2.747	-0.131	0.927	0.933	2.081

Note. $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.

*Significance level of .05

APPENDIX J

Table 27.--- Summary of the Perceptions Among Survey Participants Related to Achievement Questions by Grade Level

Survey Question	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
5						
6th Grade	2.803	2.667	-0.136	0.948	0.966	0.868
7th Grade	2.500	2.286	-0.214	0.760	0.914	1.000
8th Grade	2.625	3.042	0.417	1.013	0.550	2.198*
12						
6th Grade	2.929	2.742	-0.187	0.917	0.847	1.405
7th Grade	3.214	2.857	-0.357	0.975	0.864	1.161
8th Grade	2.750	3.042	0.292	0.897	0.550	1.372
19						
6th Grade	2.879	2.727	-0.152	0.886	0.953	1.298
7th Grade	2.929	2.500	-0.429	1.072	0.760	1.710
8th Grade	2.667	3.125	0.458	0.868	0.741	2.541*
27						
6th Grade	2.682	2.788	0.106	0.844	0.886	0.806
7th Grade	2.857	2.357	0.500	1.027	1.008	1.836
8th Grade	2.625	2.833	0.208	1.096	0.868	0.961
Sum	2.793	2.774	-0.019	0.924	0.887	0.372

Note. $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.

*Significance level of .05

APPENDIX K

Table 28.--- Summary of the Perceptions Among Survey Participants Related to Discipline Questions by Grade Level

Survey Question	Pre-Survey Mean	Post-Survey Mean	D	Pre-Survey SD	Post-Survey SD	t
6						
6th Grade	2.773	2.530	-0.243	0.925	1.026	1.381
7th Grade	2.643	2.500	-0.143	1.151	1.019	0.563
8th Grade	2.583	3.083	0.500	1.248	0.830	2.015
13						
6th Grade	2.942	2.500	-0.442	0.900	0.965	3.777*
7th Grade	2.714	2.857	0.143	0.914	0.770	0.618
8th Grade	2.792	3.000	0.208	1.103	0.780	0.961
20						
6th Grade	2.939	2.894	-0.045	0.909	0.914	0.364
7th Grade	2.643	2.071	-0.572	0.929	1.072	1.963*
8th Grade	2.625	3.208	0.583	1.096	0.658	2.696*
29						
6th Grade	2.712	2.591	-0.121	0.941	1.052	0.806
7th Grade	2.857	2.357	-0.500	0.949	1.082	2.188*
8th Grade	2.667	2.958	0.291	1.090	0.859	1.320
Sum	2.781	2.704	-0.077	0.976	0.973	1.372

Note. $N = 104$ students; $N = 66$ sixth grade students; $N = 14$ seventh grade students; $N = 24$ eighth grade students.

*Significance level of .05

APPENDIX L

(30) What expectations did you have of the Capturing Kids' Hearts Program?

I did not know what to think.

I expected a great learning experience. I wanted to learn new, effective ways to work with my students and to help them be more successful

Improve teaching and discipline

That students would be able to understand better their roles in life as a person first then as a student at Jane Long.

Changes in the classroom environment

I expected to learn tools to use in the classroom to enhance the learning and social climate.

At first, I really didn't know. I did hope that it would help students establish better relationships with one another.

To assist me in improving my classroom management. To help students to be responsible for themselves.

I knew it would take consist. Effort but would be rewarding.

To understand purposes of class contracts

I did not know what to expect.

Cheesy and out of touch with students.

APPENDIX M

(31) What is your perception of the Capturing Kids' Hearts Program?

I think that it is good to establish in a classroom in order to give students the chance to have a say in their education and learning. However, I feel that students need to care about their education or it is not successful.

It is by far one of the best trainings I have ever attended. It is practical and can be implemented immediately upon return to school. It focuses on the kids, but it is also very fulfilling for the teacher.

Wonderful.

I perceive Capturing Kid's Hearts program as an important tool. All students, especially the disadvantaged students need support and understanding in growing up.

Great tool for all levels of school and all years of service for teachers

The CKH program was a wonderful learning experience. I was able to bring back information to use in school and in my life outside of school.

I think it is a great program, especially for our campus. I think it would be more beneficial if all new teachers participated in the program.

It is a wealth of information. It is truly a benefit to teachers.

Good program.

It's great but I believe all teachers must be dedicated in whole school.

I loved CKH

I felt that the CKH's program provided good examples and advice on establishing a positive and successful environment in my classes.

Now I am impressed and find it useful.

APPENDIX N

(32) How has the CKH training affected you as a teacher?

I feel as though I have developed a positive relationship with my students. I also feel that I have gotten a "grip" on my discipline.

The training session was awesome. I needed a few days of pampering and bonding and rejuvenating. It reminded me of why I teach and made me excited once again to get to my classroom. I am looking forward to next year when I can start off the year using

Improved teaching and discipline

I am more aware of the differences and needs of my students

Made me more aware of the needs of my students and how my classroom environment controls the learning level.

CKH training gave me tools to help my students come together as a support system for one another.

It has allowed myself to think more of why a child is behaving a certain way as opposed to just reacting to an unwanted behavior.

I am a lot more relaxed with my students. I feel that I have put more responsibility for their successes upon them and their work.

Made me more aware of reconnecting and continually checking in and back with what we all want! Fairness and love!

Impacted by assertiveness in developing and maintaining relationships with my students.

I feel that the CKH's program is helpful and their approach to classroom management and discipline is a wonderful tool that I will use.

It is very helpful in making meaningful connections and relationships with kids.

APPENDIX O

Transcript of Teacher Interview at Jane Long Middle School

Interviewer: This is a tape of the interview of the teachers who participated in Capturing Kids Heart Study at Jane Long Middle School last year. The question I have for each of you as participants in last year's study is about the data. When we look at the initial data we saw that kids scored lower from the pre-survey to the post-survey in the 6th and 7th grades. The 8th graders scored higher as did all teachers who participated. Also the scores for teachers and students of the teachers who were in the February cohort were higher than the scores of the teachers and students of the teachers who were part of the October cohort. My question to you is how would you make sense of this data? How do you interpret the fact, that teachers felt that things were more positive in the classroom based on upon the six variables that I've described to you from the pre- survey to the post-survey and 8th grade students felt the same way based on the survey data, but not 6th and 7th graders?

Teacher 1: I know that we started out with a rough year last year with our 8th graders and there were a lot of difficulties within our classrooms at the beginning. So probably students at that particular time were picking up on what was going on discipline wise and such. When we came back from Capturing Kids Heart it was hard to get implemented right there at the beginning. Then by the end of the year, we had started with our contracts and they had been fully implemented and we were using quite everything a bit more. I know within

my classroom that the bond between my kids and myself had changed, and I know I could feel it and I think they could feel it also.

Interviewer: Okay

Teacher 2: Just checking. I remember last year, just on the surveys themselves I know a lot of them just filled it in that they liked you. Or that they thought they were doing you favor by filling it all on one side, not really reading. I'm just saying that validity part and that 8th graders had more experience with Capturing Kids Hearts and more years of understanding it and teachers teaching it. It wasn't all new to the 8th graders like the 6th.

Teacher 3: I wonder, too, if the number of 8th grade teachers that went to Capturing Kids Hearts makes it seem more like blanketed implementation throughout the grade level. I don't know the numbers, but if there were less teachers from 6th and 7th graders that went then maybe the students weren't experiencing that in every room and that maybe if they felt positive relationships in 2 or 3 classrooms that maybe that carried over to every other classroom.

Interviewer: There were a total of 260 kids eligible to participate because we identified your second period classes. Of that 264, 104 completed a pre- and post-survey. We had some kids do just a pre-survey and some kids do just a post-survey. That's roughly 39% of the eligible pool. Of those 104, 66 were 6th graders, 14 were 7th graders, and 24 were 8th graders. That's how it breaks down into which kids took the survey.

Teacher 4: I wonder if any 8th graders had it basically two years, because there had been people that had gone the year before and last year. For instance, I didn't even

go until April of last year, where there was a number of kids probably in 8th grade, that even though they were different teachers, so they had gone to CKH, they had gone two years in a row and so that by 8th grade they had experienced it say then the 6th graders and the 7th graders.

Teacher 5: Seems like I went in the fall when I and another teacher went with, a 6th grade teacher. When we came back and started the contracts, it was a very hard transition after the students had already been in school for 3 months. I agree with this teacher that they had not been exposed to any of it and took the pre-test in February and there wasn't enough time and I don't feel like the children understood the questions as well. The students may have been trying either to please the teacher or please themselves. They didn't understand what the questions really meant and how to answer them. Some of the questions when they went from agreeing, they went to disagree. It would be a favorable response to say I strongly disagree and the next question might be say you strongly agree. To have a favorable response they were somewhat confused in answering almost always, even though it was negative. And I would agree with the other teachers, that the 8th graders are more mature student and had a longer exposure to it.

Teacher 4: Did you start your year out with the contract? When did you go to Capturing Kids' Hearts?

Teacher 1: I went in October, I think.

Teacher 4: But it still, it would have been at the beginning of the year and they still would have almost a full year, where the children that I had only had about 10 weeks.

Teacher 1: Mine did too and I teach 8th grade. I didn't start my contracts until about December because I had a student teacher in my room and at the time she was already struggling with classroom management. She didn't need something else thrown in there such as now we're going to establish a contract and all your rules are changing so I just waited until she was out of the room to implement the contract.

Teacher 3: I wonder too if our Teen Leadership class, which implements the Capturing Kids' Hearts curriculum, which to my knowledge wasn't available to our 6th graders, so I wonder if some these 8th graders who had been in that class and some of them for 2 years, if that impacted their perception which would have impacted the survey because the 6th graders hadn't been that class.

Teacher 4: My children, I had to read the questions to them. I would step away while they answered it but I would have to read the question to them.

Interviewer: That is a problem that I have considered. Several of you hit upon it. Did the 6th graders comprehend some of the questions? As you look back over those questions there were probably some issues that 6th graders didn't fully comprehend.

Teacher 6: Also, and one of the teachers was saying the students just bubbled in answers. I think the 8th graders, especially, towards the spring semester, thought more seriously about everything they were doing because they realize, "Hey, I'm

fixing to go to high school", so I think they would be more likely to take this more seriously and answer it with a legitimate opinion and instead of bubbling just straight down.

Teacher 5: Mature level kicks in.

Teacher 6 That does seem to happen a lot in the spring.

Teacher 7: I went late into the year to the seminar and I'm also in a little different situation in my classroom. My class was also larger than most. But, I did have 6th graders take the survey and I have the whole spectrum of learners in there. I would definitely have to say that some of them did not comprehend this. But I also had some who would balance it out and who could and who would read the questions and who would answer them accordingly. But since I did go rather late in the year there was not a whole lot of time between their pre-survey answers and their post-survey answers. It was a very short time frame for them. So I am not certain they could see a drastic change that would measure much.

Teacher 5: I think that the maturity level for the eighth grade students probably changed in the five months between the surveys more than in the sixth and seventh grade. The eighth graders probably saw the logic and importance of the Hearts program helping them achieve their goals of reaching Bryan High while the younger students were not able to grasp the concept as quickly. Better cooperation from the students in the eighth grade certainly helped the attitudes of the eighth grade teachers as well.

Teacher 4: Maybe the February answers were higher at least for the teachers because they were still on a honeymoon with the program. The October group had time to become disenchanted with parts. The kids maybe the same.

Teacher 5: The training and implementation of the Capturing Kids' Hearts program may not have started until after the Christmas break. I know some teachers felt it would be a waste of time at Thanksgiving and Christmas to set up contracts with the students and at the same time stay on track with the scope and sequence all at the same time. Remember the benchmark tests also during this period before the end of the fall semester. Some teachers may have been trying to please you and boost their own egos, but hopefully most were answering sincerely and saw the true value of the program. I know some students had little interest in satisfying any request of their teacher and knowing this was not for a grade also factored in may cause just marking answers instead of trying to reflect before answering.

Interviewer: The post-survey that you took looked different from the post-survey that the students took. The teacher survey had 3 questions at the end to which you were asked to key in a response. The questions were opened and designed to get an overall sense of your experience with CKH. Your answers to those questions are more positive than the quantitative data. The quantitative data is more positive for teachers than for students, but the answers to the open-ended questions are different from answers teachers gave to the 29 fixed response questions. How would you make sense of this?

Teacher 4: I can only speak for myself, but I went in March. I felt very positive about going to the program for CKH but I didn't really feel that I had time to implement the program. I think there would be a difference between what I could put on the survey questions and what I felt about the program generally. I had very positive feelings about my experience.

Teacher 6: I think that the open-ended questions also afford us the opportunity to describe how we felt. I think almost everybody had an awesome experience at the training and that is definitely more likely to come out in the open-ended questions than in the multiple choice ranking questions.

Teacher 5: I agree with the previous teachers about the program itself. It was a tremendous program. I had no problem answering the open-ended questions. The only real problem I saw was in trying to implement everything. I didn't feel like I had enough time to implement and spend time all of the CKH program strategies. I was very, very conscious at all times of my curriculum, my scope and sequence of what I am supposed to do and where I am supposed to be and how much to teach the children and how much time I am supposed to spend on CKH. Even though I felt it was a tremendous program, you have to have time to do it. If you were allotted enough time at the beginning of the year to teach it directly it would be much easier and better. I think the responses would have been different. I personally feel, if I had more time to implement what I wanted to do it would have been an improvement. If I had started the school year with it, as similar program we are starting this year, it would have been different.

Teacher 4: You would have seen different results if everybody had been on the same page and the survey had been done with everyone.

Teacher 5: You have to remember also, Lee, that some of the teachers didn't go at all. The children went from one classroom that had no CKH initiative at all to one that was utilizing the program. It was a hard adjustment for a kid to go from one teacher that was adamant about using CKH to one that didn't do it at all. The 6th graders were more immature and it was hard for them to deal with that and they didn't know how to respond to it. That may have been a factor in both directions, for the teacher and the students.

Teacher 1: I think one of the things that was different between the free response and the multiple choice questions is that the multiple choice questions were dealing with discipline within the classroom, how the students were acting, and what they were doing in the classroom. While the free response questions, to me, felt more how has this changed myself personally? I knew there was a definite difference in myself from before I went to when I came back and how I used all year long. My patience was greater with these kids because I knew how to step back and breathe a little bit, to use the skills and tools I learned at CKH. Holding students more accountable was a change for me because without changing myself, I couldn't change them. That's why the free response such that now I had a chance to exactly say what I want to say and to really respond. To say what it had done for me and just what it's done for the kids. It was more about me.

Teacher 4: I agree with that because when I answered the open-ended questions I think I gave more personal responses that had to do with myself not the classroom. I hadn't really had the time to implement CKH in the classroom but I had had time to internalize it for myself.

Interviewer: Thank you. Again, I appreciate your willingness to meet with me today to share your opinions and ideas. This will be a tremendous help with this project.

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Education

2004 Ed. D.	Educational Administration Texas A&M University, -College Station, TX
1982 MS.	Educational Administration University of Houston – Clear Lake, -Houston, TX
1979 BS	Elementary Education The University of Texas, -Austin, TX

Professional Experience

2003-2004	S & S Consolidated Independent School District, Sadler, TX Principal – S & S Middle School
2000-2003	Bryan Independent School District, Bryan, TX Principal – Jane Long Middle School
1996-2000	La Porte Independent School District, La Porte, TX Associate Principal – La Porte High School
1982-1996	Clear Creek Independent School District, League City, TX Secondary Math teacher, 3rd grade teacher
1979-1982	Brazosport Independent School District, Freeport, TX 5th grade teacher